



Self Study Progress Report



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Institutional Progress Report 2007

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by the
Commission on Institutions of Higher Education
of the
New England Association of Schools and Colleges

University of Maine at Fort Kent
Fort Kent, Maine 04743

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Foreword

It is with considerable pride and great pleasure that we submit this two-year interim report to the Commission on Institutions of Higher Education. Since our last site visit for re-accreditation in the fall of 2005, this report has been prepared to provide the Commission with an opportunity to appraise the institution's current status and additional progress on those areas of specific concern identified for emphasis in the March 27, 2006 report to the University of Maine at Fort Kent from the New England Association of Schools and Colleges, Inc. The areas of emphasis in this report include matters of enrollment and in-residence goals, financial resources, academic advising, consortium collaborative arrangements, and comprehensive assessment system.

The University of Maine at Fort Kent Two-Year Interim Report was prepared by the Office of Academic Affairs with the assistance of the Chief Financial Officer, Coordinator of Institutional Research, Director of Admissions, Director of Student Affairs, Registrar, and Student Success Coordinator. Information was gathered from individuals who oversee the areas reviewed. Individuals who contributed to this report include:

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INSTITUTIONAL OVERVIEW

Originally established as a teacher-training school to provide bilingual educators for the French-speaking Madawaska Territory; UMFK today remains deeply rooted in the culture, values, and traditions of the communities surrounding the St. John River and committed to providing affordable higher learning to a traditionally underserved rural population. In addition to its continued commitment to teacher education, the University's liberal arts and professional studies curriculum supports a variety of baccalaureate and associate degree programs reflecting local culture and the needs of northern Maine. UMFK's emphasis is on teaching and learning through both on-campus and distance education offerings.

UMFK is a regional, baccalaureate institution within the University of Maine System (UMS) serving 1,339 students (Fall 2006 headcount). UMFK enrolls students mostly from northern Aroostook County in Maine, but with a large number of international students in AY 2006-2007, especially from Canada and a growing population from other parts of Maine. UMFK is a member of the seven-campus University of Maine System and is supported in its mission by the UMS Board of Trustees (BOT), the Chancellor, and System Office Staff.

UMFK's mission and purposes are consistent with its operating authority and UMS's strategic planning goal to provide high-quality, sustainable, and affordable academic programs and services, and public outreach and partnerships. Furthermore, UMFK's mission is implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education.

"The University of Maine at Fort Kent is a liberal arts based university offering quality baccalaureate and associate degree programs responding to the needs of northern Maine. The UMFK academic experience provides close interaction with faculty, small classes, and the use of leading technology to prepare students for lifelong learning and success as professionals and engaged citizens of a democracy."

"Our curriculum emphasizes the special challenges of rural communities in America. The University preserves and fosters an appreciation of the Acadian and Franco-American heritage and culture while welcoming students of all ethnic and racial heritages. We celebrate our proximity to the wonder of Maine's wilderness and the joys of outdoor sports. UMFK contributes to the economic, social, and cultural development of the St. John Valley and we believe that a diverse student body enriches the learning experience for all. In addition, UMFK joins the University of Maine at Machias and the University of Maine at Presque Isle working in a consortium with the goal of maximizing efficiencies of operation while enhancing educational quality and opportunity for all those served by the three campus communities" (UMFK 2003-2008 Strategic Plan, p. 5-6). -Approved June 6, 2005 by UMS Board of Trustees (BOT).

UMFK is strongly defined by place. The St. John Valley was first traveled by Native Americans, trappers, and loggers, and settled in the late 1700's by Acadians and French speaking people from Quebec following the conclusion of the American Revolution and the grand deportation of 1755. Even after Maine became a state in 1820, the region remained part of the "disputed territory" leading to a bloodless war with Canada that ended with the signing of the Webster-Ashburton Treaty in 1842. That treaty divided a community that comfortably straddled both sides of the St. John River. The University enjoys and benefits from a remarkably close relationship with the town of Fort Kent and communities on the American and Canadian sides of the St. John River.

Sustained by potato farming and logging through most of the 20th century, northern Aroostook County is in a period of transition today as these industries decline. Today, winter sports and tourism are emerging as future drivers of the regional economy.

Summary of Significant Developments

The following provides a summary of significant developments over the past two years in the areas of specific concern identified for emphasis.

In the areas of enrollments, residential, and student life:

- From the fall of 2004 to the fall of 2006, overall total student enrollments have increased by 24%. Total student numbers were 1339 for the fall of 2006, as compared to 1,193 and 1,076, for the fall of 2005 and 2004, respectively. This growth is in large part due to innovations in the Admissions Office such as a new communications plan to attract more prospective students to campus. For the fall of 2007, we are currently 25% ahead of last year's first-time, full-time student numbers.
- Two new admissions counselors were hired to help in recruiting students from outside of the State of Maine including Canadian students.
- A guidance counselor outreach campaign was implemented across the State of Maine to provide current campus information and admissions applications.
- A new \$1,000 grant was approved for all students choosing to reside in the residence halls starting in the fall of 2007 to encourage students to stay in the residence halls rather than move off-campus. In the fall of 2006, residential population reached an all time low of 55% of total capacity (300).
- Residence hall community regulations were rewritten to provide for greater resident control over judicial matters and community standards.
- During FY07, the UMFK Foundation sponsored two fine arts performances, and in 2008, together with the Office of Student Activities, will launch a campaign titled "Arts Alive at UMFK" to advertise these events. The program will bring five fine arts performances to Fort Kent in the upcoming year.
- In response to a needs assessment, an additional 2.5 hours was added to the mental health counseling schedule for students accessing the on-campus student health clinic.
- A web-based Residential Management Software (RMS) has been installed to assist with managing student housing. RMS will help to better track student housing assignments, summer housing for special groups, and billing for all housing related activities.
- A first-ever Student Engagement Congress was held in the fall of 2006 to learn more about student concerns related to areas of student life and to further shape student affairs programs in the future. Recommendations from that session led to the adoption of a new smoking policy, significant changes to residence hall conduct policies, increased sports center hours, a new student activities calendar on the web, and plans to improve pedestrian safety in the area surrounding the lodge.

In the area of financial resources and stability:

- Over the past five years, UMFK has been able to keep up with the financial demands of the campus by increasing credit generation and to the extent necessary, increasing the tuition rate.
- An aggressive admissions program has increased total student numbers by 24% from the fall 2004 (1076) to the fall of 2006 (1339).
- Total operating revenue increased by 25% from FY04 to FY07.
- Powell Hall was placed off-line from auxiliary use, and instead utilized for much needed office space and classrooms, which reduced expenses in FY06 and FY07 and further reduced the losses.
- In 2006, the University replaced the Residential Rewards program with a new grant program that provides every student living in the resident hall with an annual \$1,000 grant to help defray the cost of living on campus. In response, we currently have 216 students confirmed for residence in the fall.

- A conservative approach to capital improvements has limited the number of fixed-cost increases, which has allowed UMFK to avoid putting any undue pressure on resource allocations.
- PeopleSoft financials module went live in June of 2006. Through extensive involvement of our CFO in the System Planning Process, we will be better positioned this year to take advantage of the system's capabilities and better able to monitor expenses and revenues.
- Efficiencies are being implemented along with capital improvements to reduce energy costs.
- We ended FY07 with a \$26,000 surplus.

In the area of student advising, success, and retention:

- A new Academic Advising Program based on the Total Intake Model as well as a new Orientation format was implemented with success. The majority of students surveyed (92%) reported overall satisfaction with their advisor and the advising process.
- An Advising Campaign was hosted by the Student Success Office and coordinated by the Student Success and Advising Committee last spring (2007), which played a huge role in the increase (61%) of student pre-registrations. Plans are underway to continue these efforts in the fall of 2007.
- Early College enrolled 58 local high school students in the fall of 2006 and 64 in the spring of 2007. The outstanding efforts of the St. John Valley Early College Partnership were recognized by the Bill and Melinda Gates Foundation, and will be featured in the foundation's national press releases.
- A major MELMAC Education Foundation grant (\$275,000) has been recently secured to advance student retention and assessment activities on campus. Our goal is to increase student retention and graduation rates by 3% each year for the next five years. Percentage increases from last year's baseline will be calculated in October of 2007.
- The First-Year Experience (FYE) course student learning outcomes were revised by the FYE Advisory Committee to better meet the needs of our current students.

In the area of consortium activities:

- Beginning in October 2007, a Masters of Science in Education through the University of Southern Maine will be offered on the campuses of the three consortium campuses. The consortium universities will support and partially staff delivery of this degree for area teachers. Two cohorts (twenty students) are set to begin the three-year degree program at UMFK.
- The University of Maine at Fort Kent and the University of Maine at Presque Isle received a collaborative grant from Upward Bound, which will provide regional students access to these services. An Upward Bound Associate will be present on campus in the fall of 2007.
- UMFK students are participating in the annual Consortium Student Leadership Conference. For the fall of 2007, plans are to host the conference at the University of Maine at Presque.
- Consortium campuses continue to benefit from a shared Director of Development.
- An intent-to-plan was approved by the System to develop a proposal for the Center for Rural Sustainable Development. Plans are to present the full proposal to the BOT for final approval at the November board meeting. With a central program at UMFK, each of the other two campuses will initiate a local component tied to their own mission.

In the area of institutional effectiveness and academic assessment:

- On October of 2006, the faculty unanimously approved a new 41-credit hour general education core curriculum.
- The Business Management and related programs (E-Commerce, Rural Public Safety Administration, and Computer Applications) recently underwent a site visit and submitted a self study to the International Assembly for Collegiate Business Education.
- To assess learning inside and outside the classroom, the National Survey for Student Engagement (NSSE) was administered in the spring of 2007 for both freshmen and seniors.

- To assess overall gain of student learning at UMFK, the Collegiate Learning Assessment (CLA) was administered to freshmen in the fall of 2006 and seniors in the spring of 2007.
- To learn more about our graduates' satisfaction with their overall general education, a graduate exit survey was administered in the spring of 2007.
- Blake Library joined with other URSUS libraries within UMS to implement a system wide user satisfaction survey using LibQual[®]
- A newly created position of Coordinator of Institutional Research (IR) was hired in July of 2007 to provide research, analysis, and professional level support for University assessment efforts.
- The University is responding to student learning needs through a focus on general and student learning outcomes assessment and curricular improvement.
- In December of 2006, President Cost was selected to serve on a national task force to propose a Voluntary System of Accountability for Public Higher Education. Three task forces were named by AACSB and NASULGC and met three times issuing final reports in August 2007. Dr. Cost chaired a subcommittee on a national financial aid calculator. The calculator and a template for presenting common data for all institutions will be rolled out during fall '07.

SUBJECTS OF THE REPORT

ENROLLMENT AND IN-RESIDENCE GOALS

Continued Success Emphasis Area of March 27, 2006

1) "Achieving its goals for enrollment, including its goal to increase the number of students who live on campus"

Background Description

At the time of the team visit, it was clear that financial surpluses were largely the result of significant enrollment increases over a number of years. Given the national and state demographics that suggest a downturn in high school graduates in the near future, the visiting team expressed some concern about whether the University could continue to generate the enrollment increases, and hence the expanding revenues it had come to rely upon.

Efforts to Address the Specified Concern

Admission counselors. There have been a number of enrollment related strategies implemented in the past two years. The Admissions Office has placed more emphasis on recruiting students from outside of the State of Maine including Canadian students. This emphasis has included hiring two new Admissions Counselors (one replacement, and one new position). Both are graduates of UMFK and come with significant recruiting experience. With the help of these counselors, the Admissions Office was able to achieve its goal of visiting more Maine high schools. In fact, approximately 75% of all Maine high schools were visited by representatives of our Admissions Office. In addition, greater emphasis was placed on representation at the New England Association of College Admission Counselors (NEACAC) fairs. The Admissions Office attended nine national fairs compared to an average of three or four attended in the past.

Guidance counselor campaign. The Admissions Office also focused on developing its relationship with Guidance Counselors in the State of Maine as well as other areas in the country. This was achieved with a fall mailing campaign that included general information about the campus as well as applications for admission. As a follow up to this mailing campaign, the Admissions Office maintained electronic mail and telephone correspondence with Guidance Office contacts on a regular basis. In order to further the connection between the campus and regional Guidance Offices, UMFK hosted the annual meeting of the Northern Maine Chapter of the Maine Counseling Association. This provided a forum for direct feedback from regional Guidance Counselors in the area of high school to college transition, the application process, and college readiness initiatives.

Financial aid. The Financial Aid Office delivers financial aid awareness presentations to half a dozen area high schools each year and for three years now has hosted College Bowl Sunday sessions on campus to walk parents through the federal financial aid application form. In recent years, 100% of students have been contacted with either an award letter or a missing information request letter within one week of being admitted.

College readiness. The University has become a leader in the State in the development of college readiness programming. The University was instrumental in the development of the St. John Valley Early College Partnership; a partnership including UMFK, MSAD #27, MSAD #33, and the Madawaska School Department. This partnership, supported by Access College Early grants from the National Governor's Association, the Maine Aspirations Program, and the Mitchell Institute, provided an opportunity for local high school juniors and seniors to take a tuition free class on the UMFK campus for dual college and high school credit. In the fall of 2005, 15 students from three local high schools were enrolled in Early College. The numbers continued to increase and in the spring of 2007, 61 Early College students were enrolled.

Broadening institutional visibility. For two years we have included extensive reference in marketing and recruiting materials to our listing among "The Best Northeastern Colleges" by Princeton Review. In August of 2006, we ran a full page regional advertisement "High Tech Meets the Great Outdoors" in the *US News and World Report* "Best Colleges Issue." In February 2007, following engagement of a Boston-based consulting firm, UMFK was highlighted (along with four other institutions) in *University Business Magazine* in an article entitled "Call of the Wild." Finally, we have worked closely with the University System Office to create an outreach campaign entitled "Seven Unique Universities, One Amazing State." This campaign has generated three different brochures, mailings in and out of the state, and a new system website.

Residential rewards/grants program. In trying to achieve UMFK's goal of increasing the number of students in residence halls, an assessment revealed that many students did not choose to live in the resident halls because of the availability of lower cost off-campus housing. This was validated via an off-campus housing cost assessment, which revealed that the cost of living on campus was approximately 50% more than the cost of an average apartment in the community. To compete with the off-campus market, in 2005, the University implemented a program titled Residential Rewards, which offered students their fourth consecutive year in the residence hall free of charge, if certain academic and behavioral criteria were met. The Admissions Office used this program to recruit students, but no significant increase in on-campus enrollments was witnessed. After a careful review, it was determined that the Residential Rewards Program did not provide sufficient immediacy of reward for the typical "millennial" student. In response to this, in 2006, the University replaced the Residential Rewards Program with a new grant program that provides every student living in the resident hall an annual \$1,000 grant to help defray the cost of living on campus.

Residential program. This program considered student feedback in regards to community standards and policies in the residence halls. It became evident that students wanted and valued the opportunity to participate in the governance of the resident halls. In 2005, the residential life staff began the process of redesigning its residential life community standards program. The new design includes the elimination of most monetary fines as sanctions for disciplinary incidents. Replacing those fines are student controlled judicial procedures that emphasize counseling, education, and community service. The Resident Assistants are now being called Community Mentors and the emphasis of their work is shifting from policy enforcement to student development. Community Mentors will be working to develop a greater number of activity programs in the resident halls. These activities will be led by Community Mentors, but will be chosen and designed by resident hall students.

Description of Current Situation

As of the date of this report, incoming enrollment numbers for the fall 2007 semester are 165 first time-first year students as compared to 132 last year at the same time. These numbers are indicative of approximately a 25% increase in out-of-state first time-first year students as compared to a year ago. These numbers also indicate an incoming student body that is representative of a greater number of high schools in the State of Maine and beyond. We are noticing a reduced number of Pell eligible students in Financial Aid suggesting that we may be seeing students from a broader range of economic backgrounds. The number of transfer students coming into UMFK programs has increased by 9% as compared to last year. Canadian Teacher Certification student numbers are currently approximately 25% lower than last year. This drop represents a change in an education division policy that requires the completion of the PRAXIS I or an appropriate waiver as a condition for acceptance (Appendix 1.0: CIHE Data Forms).

At the time of this report, 216 students (new and returning) have been placed in the residence halls. This number compares to 181 students in the fall of 2006. It is expected that this number will continue to grow until the beginning of the fall semester. We expect to fill two of our residence halls and will make special arrangements for a small number of additional students.

Plans for the Future

The Admissions Office will continue to review its enrollment policies and procedures and increase its marketing efforts to a broader potential student population. The Admissions Office will also assess its operations using such tools as source code reporting. This year, an accepted student survey will be implemented to measure student satisfaction with application and admission procedures.

Future goals for the Admissions Program includes the development and implementation of an Alumni Ambassador Program that will utilize the professional strengths and campus affinity of our alumni to assist in the recruitment of new students and to help make an intergenerational connection between prospective students and graduates of the institution; thus making further strides in connecting our alumni base to the current University operations. Efforts are also being made in improving the current Student Ambassador Program by providing more effective training and development for these student recruiters. Campus leadership is also participating in a small group of Fort Kent community leaders working to maximize community (and institutional) exposure and benefit from the return of the World Cup Biathlon to Fort Kent in March of 2009.

The Residential Life Program will continue to engage students in assessment processes to determine their level of satisfaction with the program and to gain student insight into the further development of community standards. In addition, the Residential Life staff will strive to develop current relationships with other aspects of the campus community including athletics, student activities, student dining, student wellness, and admissions. The Residential Life Program, as part of the Student Affairs Department,

enjoys a mutually beneficial relationship with academic components of the campus. One of the future goals of the Residential Life Program is to incorporate aspects of teaching and learning into the resident halls with academically themed activities, tutoring, and student mentoring.

FINANCIAL RESOURCES

Continued Success Emphasis Area of March 27, 2006

2) “Assuring the sufficiency of financial resources to support the University’s mission”

Background Description

At the time of the site visit, UMFK was financially stable. Over the years, increased student enrollment had enabled us to build financial reserves of about \$300,000. In May 2005, an Assistant Director of Finance was hired to oversee the Business Office and bolster the financial organization and provide an additional resource for assisting account managers. As identified in our last appraisal, ways to manage revenue and control expenditures both on our own campus and through the proposed consortium involving the three smaller institutions has continued.

Efforts to Address the Specified Concern

Credit hour generation and tuition. UMFK remains tuition dependent and must be vigilant in monitoring enrollment and controlling costs. Over the past five years UMFK has been able to keep up with the financial demands of the campus by increasing credit generation and to the extent necessary, increasing the tuition rate.

Admissions program. An aggressive admissions program is paying dividends at UMFK. Total student numbers were 1339 for the fall of 2006, as compared to 1,193 and 1,076, for the fall of 2005 and 2004, respectively. This growth is in large part due to innovations in the Admissions Office such as a new communications plan to attract more prospective students to campus. For the fall of 2007, we anticipate a 25% (n=165) increase in enrollments of first time-first year students as compared 132 last year at the same time and an overall incoming class slightly (2-5%) larger than last year.

Total operating revenue. Total operating revenue has increased by 25% from FY04 to FY07. During this same period of time, while E&G operations have remained fairly stable, auxiliary has posed a more serious challenge for us. Auxiliary operations consist mainly of three areas that includes the bookstore, motor pool, and residential life, which includes dining. Both the bookstore and motor pool have been operating in the black and contributing to reserves.

Powell residence hall off-line. With the opening of the Lodge, a 150 bed facility, in the fall of 2004, we experienced an initial increase in the number of students residing in the residence halls of 242 students as compared to 140 in the fall of 2003. In subsequent years we experience a 25% decline in residence population and have been working to increase on campus living to the level necessary to cover the debt service associated with new construction. As a result, we had an overall auxiliary loss for FY05 and FY06. As you can calculate from the CIHE DATA FORM 1 line 4, revenue dropped \$206,000 in FY06 from FY05, but had already started to rebound in FY07 by gaining back \$66,000. Additionally, due to a number of changes, which included taking Powell Hall off-line from auxiliary use and utilizing it for much needed office space and classrooms, we were able to cut the expenses in FY06 and FY07, enabling us to end the year with a small surplus of \$26,000.

Residential grant program. As discussed in the previous section, in 2005, the University created a Residential Rewards program, which offered students their fourth consecutive year in the residence hall free of charge based on their meeting specific academic and behavioral criteria. At the end of the first year of implementation, no significant increase in on-campus enrollments was witnessed. In 2006, in response to this outcome, the University replaced the Residential Rewards program with a new grant program that provides every student living in the residence hall an annual \$1,000 grant to help defray the cost of living on campus. This appears to be successful as we currently have 216 students registered for campus residence facilities.

Capital improvements. A conservative approach to capital improvements has limited the number of fixed-cost increases, which might not be supported by either tuition increases or expected state revenue. This has allowed UMFK to avoid putting any undue pressure on resource allocations.

Description of Current Situation

UMFK remains financially sound, and although we have been confronted with some setbacks during the past two years, we have been able to identify and react to these obstacles. Long-term outlook continues to look good with enrollment projections continuing to increase and most importantly residential life numbers continue to look positive. Residential life has much improved with the increased demand for on-campus living (at the time of this report, 216 students are scheduled to move in this fall and applications continue to be processed) as well as the refinancing of the bond, which will give us a \$300,000 reduction in debt service over the next three years (Appendix 2.0: CIHE Data Forms). Overall, figures for FY04 through FY07 are indicated in the table on page 9.

Our financial situation is impacted by a national trend of shrinking state support on a per student basis (SHEEO, 2006: *State Higher Education Finance*). This is a result of many factors including significantly increased enrollments in public colleges and universities, growing demands for a variety of state services, and inflation. Within the UMS, this trend is exacerbated by an allocation formula that was set at enrollment levels ten years ago and has not been updated since. Institutions that have successfully increased enrollments suffer under such a fixed plan and in the budget we proposed for 2007-2008, our per student funding from the state equates to only 39% of total cost. This means that close to two-thirds of any increases will have to come from students and their families. We are asking the Chancellor of the University System to consider a “rebalancing” of the formula to reflect current enrollment levels. In Development, we have grown the Annual Fund since 2002 to a point where total gifts from all sources reached \$152, 459 in 2006-2007. True annual giving within this total has risen steadily reaching \$56,255. Alumni participation stands at 6.9% or 292 donors. Special and one-time gifts brought the cash total to \$141,720 with another \$10,738 through gifts in kind (Appendix 2.1: Development Graph). The UMFK endowment stood at \$2.5 million at the end of June, 2006.

Plans for the Future

All indications point to a proactive Legislative body expressing the need to increase their commitment to higher education. Overall, UMFK expects to be operating in the black and contributing to the reserves in FY08 and beyond. As we go forward, new enhancements in People Soft financials and additional report generating capabilities will facilitate greater accountability for budget managers and will assist us in preventing departments from exceeding their budgets. The first year of People Soft financials was tenuous, but as we enter our third year, we are in a much better position to take advantage of its capabilities and utilize more of its functionality. Additionally, efficiencies are being implemented, along with capital improvements to reduce energy costs.

University of Maine at Fort Kent

UMFK 4-Year Budget Comparison

Unrestricted Funds

	FY04	FY05	FY06	FY07
Credit Generation	25,118	29,030	29,949	31,326
E&G Revenue *	\$ 8,178,000.00	\$ 9,511,000.00	\$ 10,192,000.00	\$ 10,788,000.00
Auxiliary	<u>\$ 1,359,000.00</u>	<u>\$ 1,731,000.00</u>	<u>\$ 1,475,000.00</u>	<u>\$ 1,635,000.00</u>
Total Revenue	\$ 9,537,000.00	\$ 11,242,000.00	\$ 11,667,000.00	\$ 12,423,000.00
E&G Expense	\$ 8,084,000.00	\$ 9,126,000.00	\$ 10,248,000.00	\$ 10,816,000.00
Auxiliary Expense	<u>\$ 1,269,000.00</u>	<u>\$ 1,900,000.00</u>	<u>\$ 1,894,000.00</u>	<u>\$ 1,581,000.00</u>
Total Expenses **	\$ 9,353,000.00	\$ 11,026,000.00	\$ 12,142,000.00	\$ 12,397,000.00
Profit (Loss)	\$184,000.00	\$216,000.00	(\$475,000.00)	\$26,000.00

* Revenue includes state appropriation

** Expenses exclude depreciation

Credit generation equals a 24.8% increase over this period of time.

ACADEMIC ADVISING

Continued Success Emphasis Area of March 27, 2006

3) “Assuring the coherence of effectiveness of its academic advising system”

Background Description

The University of Maine at Fort Kent has always had an Academic Advising program dedicated to serving the needs of its students. Due to the lack of an advising coordinator and heavy faculty teaching loads, advising was sometimes a secondary priority. All new students entering the university, regardless of their intended program of study, enrollment status, or type of admission, were advised by one academic advisor. This advisor was responsible for serving up to 225 incoming students, which limited the amount of time that was spent discussing specific student issues such as time management, career plans, and future goals. The structure of the academic advising program was multifaceted and extremely flexible, which made it difficult for students to comprehend. Every student was expected to meet with a minimum of three different advisors during their undergraduate career at UMFK: 1) new student advisor, 2) FYE instructor, and 3) faculty advisor.

In addition to this structure being complex and confusing for students, the transitions between advisors did not occur smoothly or consistently. Students were instructed to complete paperwork in order to change advisors during their FYE course, but never informed of how the process worked and the reason as to why they were required to meet with several different advisors. Due to the fact that students did not completely understand the transition of advisor process, many of them never completed necessary paperwork with the Registrar’s Office. This created difficulty tracking advisor loads, students’ advisors, and registration information. In addition, this created problems when generating retention, attrition, withdrawal, and graduation rates for institutional research purposes.

Efforts to Address the Specified Concern

Advising model. In order to create the desired academic advising atmosphere that is critical to increase overall student satisfaction and retention, it was the primary responsibility of the Student Success and Advising Planning Committee to establish an appropriate foundation. A Student Success Coordinator was hired and made responsible for the development, planning, and implementation of a new structure. The Committee chose to use the National Academic Advising Association’s (NACADA) Total Intake Model as the basis for a new Academic Advising Program at UMFK. The committee chose this model because it encompassed the needs of our students and embodied the expertise of our faculty and staff. This model is primarily used by 4-year institutions and utilizes a central advising center for developmental activities and distribution while advising duties are still handled by the faculty members. This model tends to reduce confusion because of the shared responsibility of the advising center and members of the faculty. With the Total Intake Model as a foundation, we were able to address specific needs of the University and incorporate helpful policies, procedures, plans, and activities.

New student orientation. The program is hosted by the Student Success and Student Affairs Offices. The program’s primary purpose is to encourage students to explore and become familiar with the campus, its services, and the facilities. In addition, new student advising now takes place during orientation. Twelve summer advisors have been assigned to meet with students regarding major selection, career planning, and course registration. Any time after the completion of their first semester, students are allowed to choose a faculty advisor in their program of study. An “Advising Binder” has been created and distributed

to all faculty and summer advisors as a resource of pertinent information related to advising. All existing Degree Plans have been updated and redeveloped as Excel spreadsheets. This created a more structured document and allowed advisors to incorporate them into summer advising during the New Student Orientation program.

Advising policies and practices. In 2006-07, the Student Success Coordinator visited each section of the FYE course to discuss the advising process and the importance and role of an academic advisor. Students also learned how to choose their faculty advisor and how to make a smooth transition from their summer advisor to a new faculty advisor. To increase awareness and participation during the advising and pre-registration period, we incorporated a campus-wide Advising Campaign. This campaign consisted of informative electronic mail and letters, fun and colorful posters, cute giveaways, and prize incentives. Staff and faculty also used their classroom and office times to encourage and motivate students to meet with advisors early and register for classes. Two new advising policies were recently introduced to our 2007-2009 catalog: 1) a continuing student must be registered for courses two weeks prior to the start of the upcoming semester; if they fail to do so, a \$25.00 late registration fee will be charged to their student tuition bill; and 2) a student must declare a major prior to completing 60 credits of coursework.

Advising evaluation. In order to assess the initiatives we have implemented, the Student Success Coordinator created and distributed via electronic mail, at the end of the spring 2006 semester, an advising survey to each student. This survey was designed to evaluate students' overall satisfaction with their advisor as well as the entire advising process (Appendix 3.0: Advising Survey Results). The spring advising survey suggests that student advising is an important first foray and a positive component of the student experience. As a result of this survey, we learned that in general, students were enthusiastic about their advisors and the advising process, rating their overall satisfaction at 92%. Overall, advisors appear to be easily accessible and advisees have more than one reason for seeing their advisor. The results of this survey will be shared and discussed with the Student Success and Advising Committee for further quality improvement action steps in the fall of 2007.

Description of Current Situation

The new Academic Advising structure with all of its policies, procedures, and supporting personnel have been in effect for a little over a year. We currently have 13 summer advisors and 36 faculty advisors that serve a student body of about 1,000. All advisors have an "Advising Binder" that is continually updated with the most current information. We have identified two advisors to serve those students who have been conditionally admitted, been placed in developmental courses, or have identified disabilities.

The introduction of several new policies along with the Advising Campaign of 2007 have shown to significantly increase (61%) the number of students (n=354) pre-registering for classes this spring compared to last year (n=216). Updated degree plans were created to incorporate new general education requirements for students who enroll in 2007 and thereafter. In addition, suggested course sequencing was incorporated into the 2007-2009 catalog to better aid students in planning their undergraduate education and ultimately increase four-year and six-year graduation rates.

After collecting and analyzing the advising survey results, we found that almost all students (92%) who responded to the survey are satisfied with their advisor and the advising process. We had a mere 4% of students complete and submit the survey, so results may be a little less reliable than desired (Appendix 3.0: Advising Survey Results).

Recently, The FYE Advisory Council reviewed and then overhauled the learning outcomes for that course to better match the mission of serving students in their first year of college. Advising was identified as

one of the primary outcomes that will be targeted during the first year for retention and student satisfaction reasons identified by the University.

Plans for the Future

Plans to continue improvements with our Academic Advising Program are in place. Long term goals include a plan to increase the retention and graduation rates. Another goal is to develop a Student Success Center, which would centralize all student support services such as Academic Advising, Career and Graduate School Planning and Placement, Tutoring, Placement Testing, and Orientation in one location.

We will continue to use the Advising Campaign as a method to encourage students to meet with their advisors and register for courses early. Each semester we will incorporate new themes and incentives to entice students to utilize the pre-registration period. With the increase that we recently witnessed this past semester, it seems that this technique has made students more aware of the pre-registration opportunity and encouraged them to register earlier.

The Distance Education program at UMFK has recently attracted a large number of students both on and off campus. In order to better serve students who only enroll in online or ITV courses, it is the responsibility of the Student Success Coordinator and the Student Success and Advising Committee to identify their specific advising needs. Once these needs are identified and understood, we will then create an advising plan that specifically addresses the needs of those students learning at a distance.

We will continue to evaluate and assess the current advising process and structure by surveying students and advisors. In order to have a better response rate, we will also make this survey available in paper form and online. The survey will be made available during the advising weeks and a few weeks after so that students will be able to recall their experience while it is still fresh. In addition, incentives will be used to encourage more students to complete and submit the survey. An advisor training program will be introduced during the 2007-2008 academic year to keep summer and faculty advisors up-to-date with new trends, best practices, and new technologies available on campus. These opportunities for professional development will provide faculty and staff members with pertinent information pertaining to general academic advising processes as well as those specific to UMFK.

CONSORTIUM COLLABORATIVE ARRANGEMENTS

Continued Success Emphasis Area of March 27, 2006

4) “Developing the new consortium with the University of Maine campuses in Presque Isle and Machias as well as collaborative arrangements with other colleges in the region”

Background Description

In 2004, the University of Maine System (UMS) began drafting a strategic plan for the seven-campus system that envisioned the merging of the University of Maine at Fort Kent (UMFK), the University of Maine at Presque Isle (UMPI), and the University of Maine at Machias (UMM). Following public forums and further deliberations, and extensive discussions among the Presidents, the Chancellor, and the Board, the final *UMS Strategic Plan*, adopted by the BOT in September of 2004, called for a “consortium” of the three small regional institutions including Fort Kent, Presque Isle, and Machias. The mission of the consortium was to provide a stronger voice for the three small institutions in the System, to achieve efficiencies in operations, and to enhance academic offerings to students while preserving the local identity and community roots of each of these institutions.

Since the three universities are separate institutions, strategic planning is done at the campus, not the consortium level. The following addition to the revised UMFK mission statement, which was approved by the BOT in June 2005, makes reference to the new consortium as a part of our mission within the total system.

“ In addition, UMFK joins the University of Maine at Machias and the University of Maine at Presque Isle working in a consortium with the goal of maximizing efficiencies of operation while enhancing educational quality and opportunity for all those served by the three campus communities” (UMFK 2003-2008 Strategic Plan, p. 5-6). - Approved June 6, 2005 by UMS Board of Trustees (BOT).

Efforts to Address the Specified Concern

Active discussions. The Presidents of the three Consortium campuses have been in active discussions since 2004. In 2005, they worked with a consulting firm engaged by UMS to plan two “Appreciative Inquiry” summits to develop goals for the Consortium. While the focus was on the Consortium, the inclusive planning model represented a decision-making style especially well suited to small campus governance. The first of these sessions was held in May 2005, which brought together cross sectional teams of 15 persons from each campus and generated a great deal of enthusiasm and many follow-on projects. The second session, a UMS strategic implementation planning retreat, was held in February 2006 to discuss best ways to include our campus communities in an important discussion on values and prioritize the recommendations. The Chief Academic Officers have worked with Division Chairs and many faculty members to begin discussions with their counterparts at participating institutions. Chief Financial Officers also meet routinely with their counterparts to look at administrative issues.

Ongoing collaborative projects. Formal structural roles for the consortium, including a single budget, academic program review at the consortium level, and even a single Board of Visitors were discussed at one time, but were set aside. Instead, the consortium evolved as a useful forum to explore ideas and programs that benefit all three institutions. Collaborative projects in place include:

- 1) A shared Advancement Director, with an office on all three campus locations.
- 2) An Annual Student Leadership Conference that brings students from each of the campuses together over the course of an academic year; (Fourteen UMFK students and three staff members participated in the conference this year at Machias. The very first session was hosted here on campus in the spring 2006 and was very successful).
- 3) A Regional Teacher Development Center hosted by UMPI, which is working with education faculty at UMFK in support of in-service K-12 teachers in Aroostook County.
- 4) Development of coordinated state-wide course offerings in the areas of special education and entrepreneurship.
- 5) As a result of a U.S. Department of Education grant collaborative effort between UMFK and UMPI, an Upward Bound representative will be made available at UMFK to assist students in most need of these services.
- 6) This was the first year of a System-wide dining contract with ARAMARK. Five institutions including UMFK participate in this contract.

- 7) We also participate in a five campus Geographic Information Systems (GIS) collaborative. Among other projects, this group has produced a laboratory manual for teaching GIS.

Description of Current Situation

Because of the similarity in campus size, rural location, and institutional missions, collaborative ventures are a natural extension of already close working relationships. UMFK continues to collaborate closely with the other two universities in the consortium. In December of 2006, and in collaboration with the University of Presque Isle and the University of Machias, an intent-to-plan for a *Center for Rural Sustainable Development* was approved at the Chief Academic Officers' level. The CRSD will support sustainable development that responds to the challenges and needs facing northern and downeast Maine by: 1) developing rural oriented academic programs and outreach activities; 2) providing quality research, scholarship, and grant writing initiatives; and 3) creating and strengthening community partnerships and networks through public and professional services. The CRSD focus for each University within the consortium is expected to draw upon the unique mission and location of each institution (Appendix 4.0: Center for Rural Sustainable Development – Intent-to-Plan). We expect to present a full proposal to the System Trustees in November 2007.

Plans for the Future

This coming October, in collaboration with the University of Southern Maine (USM), a graduate-degree granting institution, the three consortium universities will support and partially staff delivery of a Master of Science in Education (M.S.Ed.) program for local area teachers. The actual degree will be granted by USM. Courses will be taught by full-time faculty from the Consortium campuses and USM. The Professional Education degree is designed to enable K-12 educators better understand the research on instruction and learning that is transforming the educational landscape today. Courses will be offered via a combination of delivery modes including face-to-face, on-line, and video conferencing. Requirements for the program include a common core curriculum of 36-credit hours and an opportunity for students to take courses in a concentration area of interest. Through this unique collaborative arrangement and structure, the program should benefit area teachers in northern Maine and allow them to complete a master's degree in four years. Based on the success of this and ongoing collaborative educational ventures, our future goals are to continue to explore and expand opportunities for students in northern Maine while reducing expenses wherever possible.

In his first meeting with the seven campus presidents, Chancellor Pattenaude spoke of "A Team of Rivals" to characterize our relationships working together. We are encouraged to work together in two's, three's, four's and so on whenever doing so produces benefits for our students and the people of Maine. This suggests a less formal role for the consortium per se, but an expanded role for inter-campus cooperation.

COMPREHENSIVE ASSESSMENT SYSTEM

Continued Success Emphasis Area of March 27, 2006

- 5) "Implementing its recently developed comprehensive assessment system and using the results for improvement"

Background Description

In 1995, NEASC directed this institution to develop a systematized institutional effectiveness and assessment plan. Evaluation at UMFK had been largely driven by evaluation drawn from program reviews, student assessment of courses, admission records, and the *UMFK Statistical Abstract* <http://www.umfk.maine.edu/ie/default.cfm#>.

Prior to the last site visit in November of 2005, UMFK's 2005 *NEASC Self Study Report* http://www.umfk.maine.edu/ie/self_study/institutional_self_study/default.cfm?ref=6 noted our significant development and implementation efforts over the past several years, which culminated in the addition of a comprehensive and systematic *Institutional Effectiveness and Assessment Plan* (IEAP). The plan coordinated existing planning and evaluation with new measures of performance to support evaluation across the institution. The IEAP includes two assessment planning grids, the *Institutional Performance Scorecard* and the *Strategic Planning Evaluation*. The *Institutional Performance Scorecard* is comprised of key performance indicators directly aligned with the NEASC standards. The *Strategic Planning Evaluation* is directly aligned with the institution's 11 strategic planning priorities. In 2003, prior to the plan, assessment began with baseline information. During the time of the site visit, two years of data had been gathered and the 2004 results had been compared the 2003 baseline. In addition, the *Academic Plan, 2004-2008* was developed to drive institutional decision-making related to the academics for the next five years, which led to approval of several faculty and staff priority positions. In December 2004, the Council on Institutional Effectiveness and Assessment was created to oversee these processes for purposes of good governance and quality improvement at UMFK.

At the time of the site visit, a range of progress had been made toward assessment of student learning outcomes throughout all of our majors including the general education program. We projected a need to continue our attention and efforts toward implementation of a more comprehensive plan of evaluating student achievement and using these results to improve our programs. The Academic Assessment Committee was established in the fall of 2005 as a standing committee and was charged with identifying general education outcomes along with objective measurements. We also recognized the need to hire a Coordinator of Institutional Research, both to monitor and to assist faculty with assessment efforts.

Efforts to Address the Specified Area

Benchmarks. In the fall of 2006, at the request of the UMS Office, ten benchmark institutions were selected that UMFK sees as peers or targets of aspiration. Current peers include Mayville State University, University of Montana-Western, Valley City State University, and Lyndon State University. See appendix 5.0 for target peer institutions and others. Since then, informal comparisons have been made in several areas, for example, retention and graduate rates; however, more formal comparisons to measure institutional progress will continue into the future.

Institutional effectiveness and assessment. Over the past two years, the process for data collection, analysis, and reporting of the key performance measures of IEAP has been repeated from year to year and the data stored in an online data warehouse. Review and analysis of the data has been overseen by the Council for Institutional Effectiveness and Assessment. The Council is made up of thirteen members from both the academic divisions and academic support units. The Council serves as a central feedback loop mechanism and coordinating body for assessment activities at UMFK with the aim of improving institutional effectiveness, student learning outcomes, and maintenance of the IEAP.

For example, after review of our FY06 key performance indicators for our strategic plan, we realized that our goal of maintaining an overall low student-to-faculty ratio of 15:1, which is tied to our strategic plan priority #2 <http://www.umfk.maine.edu/stratplan/default.cfm?ref=5> was not achieved (Appendix 5.1:

KPI 2.5). The student-to-faculty ratio for FY06 was 17:1. Actions steps that are being implemented for FY07 to further reduce this ratio include: 1) Vice President for Academic Affairs will continue to work with Chairs to identify faculty position priority needs and recommend hiring as funding becomes available; 2) VPAA to work with Chairs to decrease number of low enrolled courses through attention to course sequencing and review of the majors, minors, and concentrations in effort to free up money, which then could be utilized for more faculty hires; 3) VPAA will coordinate with the Vice President for Administration and Finance (to whom Admissions reports) to increase student enrollment in under-enrolled majors; 4) VPAA to work with the academic leadership team to consider and recommend appropriate overall FTE/PT student body for campus this size in academic plan with strategies to get to the ideal student/faculty ratio. In yet another example, strategic priority #6 to enhance and reaffirm the role of student services as an integral component of the social and academic development of UMFK students (Appendix 5.1: KPI 6.3:), action steps to meet our 80% goal of filling students housing beds are being taken. These actions steps include a new \$1,000 grant for all students choosing to reside in the residence halls starting in the fall as described in the financial section of this report. The results for FY07 are pending and will be reviewed by the Council in September.

Consumer information. UMFK has worked to provide helpful information to prospective students and their parents. Accordingly, *UMFK Quick Facts* information is available online at <http://www.umfk.maine.edu/ie/facts/default.cfm?ref=6>. With the support of a \$275,000 Early Success in College grant from the MELMAC Foundation, strategies to improve retention and graduation rates were initiated in the Fall of 2006 (Appendix 5.2: MELMAC Retention & Graduation Strategies Table). Baseline retention for overall 2 and 4-year students who persist to second year and 6-year graduation rates were established for FY06 at 60% and 46%, respectively with a goal of increasing from the baseline by 3% each year for the next five years (Appendix 5.3: Retention and Graduation Rates). Results are pending the return of students in the fall of 2007 and will be available in October.

Educational outcomes. In the area of general education reform, a team of 6 faculty and staff from UMFK attended the 2006 Association of American Colleges and Universities (AAC&U) conference addressing outcomes-based general education. In October of 2006, the faculty unanimously approved a new 41-credit hour general education core curriculum, which includes knowledge, intellectual, and soft skill outcomes along with a list of specific courses that will enable students to meet the general education expectations (Appendix 5.4: UMFK General Education Core Curriculum). Evaluation of general education outcomes has begun in FYE course (Appendix 5.5: FYE 100: Knowledge, Skills, & Attitude for Success).

Achievement of these student learning outcomes, as they relate to general education, are being monitored through portfolio assessment. More broadly and to help us understand the overall gain of student learning at UMFK as it relates the critical thinking, quantitative reasoning, and analytical writing skills of students, the Collegiate Learning Assessment (CLA) was administered in the fall of 2006 for freshmen and in the spring semester for seniors. After taking into account our incoming freshmen academic abilities, preliminary results showed that students scored “at expected,” 1035 actual CLA score as compared to the “expected” CLA score of 1003 (Appendix 5.6: Interim Institutional Report). Final results for the CLA survey are pending. Additionally, two of our faculty are involved in UMS efforts to address math and writing across the curriculum.

All of our programs have developed student learning outcomes, indirect and direct assessment methods, and success thresholds. Some of the programs are more advanced with “closing the loop” and using the findings to make curricular improvements while others are beginning to move in that direction. For example, the Business and related programs have developed an *Outcomes Assessment Plan for Professional Management Programs* (Appendix 5.7).

Accreditation and recognition.

- 1) The Business Management and related programs (E-Commerce, Rural Public Safety Administration, and Computer Applications) recently submitted a self study to the International Assembly for Collegiate Business Education and have received a preliminary report on the findings of the accreditation site-visit after the team's visit to the campus on May 8-9, 2007 (Appendix 5.8: IACBE Preliminary Report). The lead faculty are currently in the process of responding to the report and submitting further requested information.
- 2) The Education Division submitted its 2-year report for continued accreditation status, which was granted in April, 2007 (Appendix 5.9: Maine Department of Education Program Accreditation Memo). The Education Division has implemented many curricular changes as a result of assessment (Appendix 5.10: Education Program Substantive Changes). For example, to address the need for early teaching exposure opportunities for students, practicum field experiences now include 40 hours within the first two years. Also, to address inconsistency from one section of a course to another, course syllabi are now aligned with the ten teaching standards. For further curricular improvement, see appendix 5.10.
- 3) The Forestry Technology program will also once again seek recognition by the Society of American Foresters this year and seek accreditation once that option is available.
- 4) Finally, the Nursing program is in the process of preparing for its up-coming Maine State Board of Nursing review in 2008. For evidence of program outcome assessment and "closing the loop", please see Appendix 5.11 (Nursing Program Effectiveness and Student Achievement Table, 2005-2006). In 2005-2006, the majority of the nursing program effectiveness and student achievement benchmarks were achieved. As an outcome of mixed comprehensive exams scores, faculty action included further effort in test bank development and test item analysis. Results and actions for 2006-2007 are pending review by the nursing faculty in early September of 2007.

To learn more about our graduates' satisfaction with their overall general education, a graduate exit survey was administered in the spring of 2007 (Appendix 5.12: Graduate Exit Report). Overall, the majority of our UMFK students are satisfied with the general education experience at UMFK. On two separate 5-point likert scales, students rated aspects of their general education at 4.2 and the academic learning environment at 3.9, respectively.

Campus learning climate. In the fall of 2006, the Director of Student Affairs held a UMFK Student Engagement Congress focus group and discussed student satisfaction with some areas of student affairs. As a result of the survey and analysis, actions steps are in place to address student areas of concern (Appendix 5.13: UMFK Student Engagement Congress). For example, students interviewed were not aware that the Student Affairs Office can assist with personal life issues by making referrals to counselors and others. As a result, student publications are being redeveloped to share more specific information with the student body.

To learn more about the undergraduate educational experience and how students spend their time inside and outside the classroom, the National Survey for Student Engagement (NSSE) was administered in the spring of 2007 for both freshmen and seniors with a response rate of nearly one-third. Final results for the NSSE survey are pending. Additionally, in the spring of 2007, a senior exit survey was administered. NSSE was first administered at UMFK in 2004.

In the spring of 2007, the Blake Library joined with other URSUS libraries, which include all UMS campus libraries, Bangor Public Library, Maine State Library, Portland Public Library, and the Law and Legislative Library, to implement a system wide user satisfaction survey using the LibQual[®] survey originally developed by Texas A & M University. There were 237 respondents, 72% students, 9% faculty, 14% staff, and 5% other. The three areas covered in the survey were "Library as Place" (facilities), "Affect of Service" (staff interaction), and "Information Control" (resources). "Affect of Service"

received positive results across the population while "Library as Place" received more negative results. The library staff has already responded to the "Library as Place" results by weeding, rearranging furniture, and opening more space for group work. A full report for UMFK and all the URSUS libraries is forthcoming.

Description of Current Situation

The IEAP has allowed us to learn a great deal about ourselves, our respective units, and the institution's effectiveness as a whole in order to better chart our future. Continued implementation of the IEAP will produce better evaluative measures of institutional effectiveness over time and provide reachable objectives through a process of institutional goal-setting. Data collection, analysis, and action plans for performance improvement will continue for both the *Institutional Performance Scorecard* and the *Strategic Planning Evaluation*. Key performance indicators for FY07 are currently being gathered, entered into the data base, and will be discussed by the Council in September of 2007.

UMFK has embarked upon a strong program of assessment to determine the effectiveness of graduate competencies in the majors. The Academic Assessment Committee continues with their charge of general education and student learning outcomes assessment. The Committee is currently in the process of developing competencies for critical thinking, communication, and quantitative reasoning at all levels. New portfolio software was recently purchased to support student development of electronic portfolios, beginning in the First Year Experience course for all students and into the majors for some. The portfolios will allow students to show evidence of meeting student learning outcomes. In addition to the graduate exit survey, an alumni survey is underway to learn more about whether students have gained the necessary knowledge, skills, and attitudes for the workplace. The alumni survey will be administered at one and 5 years (Appendix 5.14: Alumni Survey).

A newly created position of Institutional Research (IR) Coordinator was filled in July of 2007. Under the direction of the VPAA, the IR Coordinator provides research, analysis, and professional level support for University assessment efforts. The Coordinator is responsible for timely, accurate, and consistent data collection, management and reporting in support of program review, accreditation, and student success and retention efforts. The office will work closely with the Registrar, Information Services, the Academic Assessment Committee, and the Council for Institutional Effectiveness and Assessment (Appendix 5.15: Institutional Research Coordinator Job Description).

Plans for the Future

To further develop our consumer data information and provide increased ready access to the public, students and their families, the Common Data Set and a campus profile (as well as our current and historical Statistical Abstracts) will be created and posted online. This will also allow us to make comparisons across peer and target institutions of commonly defined data points. UMFK will participate in the AASCU/NASULGC Voluntary System of Accountability as it is implemented this year. The template will include information from both NSSE and CLA which we have administered.

Surveys of factors influencing retention will be considered for implementation at the end of the freshmen year, such as the Cooperative Institutional Research Program (CIRP[®]) Freshmen Survey by the Higher Education Research Institute (HERI). Additionally, the HERI Faculty Survey[®] which provides information about faculty attitudes, experiences, concerns, job satisfaction, workload, teaching practices, and profession activities is also being considered for implementation in the near future.

Objective and systematic measurement of the general education and student learning outcomes will continue to be increased across the program majors. In the fall of 2007, current general education findings

will be communicated with faculty and used for educational enhancement. In addition to the CLA and NSSE surveys, instruments will be developed to assess the general education program outcomes attainment of individual courses. We are currently discussing bringing two Libra Scholars in residence for writing and math across the curriculum for one to two year appointments. Additionally, the annual divisional reports and academic program review expectations and guidelines will be reviewed and refined to better reflect the institution's mission and capacity. The program review will focus on student learning outcomes and support a systematic and broad-based approach to the assessment and improvement of student learning at the University of Maine at Fort Kent.

APPENDICES

Appendix 0.0

UMFK List of Appendices

Enrollment & in-Residence Goals

Appendix 1.0: CIHE Data Forms 4 & 5

Financial Resources

Appendix 2.0: CIHE Data Forms 1, 2, 3 & 6

Appendix 2.1: Development Table

Academic Advising

Appendix 3.0: Advising Survey Results

Consortium Collaborative Arrangements

Appendix 4.0: Center for Rural Sustainable Development Intent-to-Plan

Comprehensive Assessment System

Appendix 5.0: UMFK Peer Institutions

Appendix 5.1: Strategic Plan Evaluation & Institutional Performance Scorecard KPIs
FY2006

Appendix 5.2: MELMAC Retention & Graduation Strategies Matrix

Appendix 5.3: Retention & Graduation Rates

Appendix 5.4: UMFK General Education Core Curriculum

Appendix 5.5: FYE 100 Learning Outcomes & Related Competencies

Appendix 5.6: CLA Interim Institutional Report

Appendix 5.7: Outcomes Assessment Plan for Professional Management Programs

Appendix 5.8: IACBE Preliminary Report

Appendix 5.9: Maine Department of Education Program Accreditation Memo

Appendix 5.10: Education Program Substantive Changes

Appendix 5.11: Nursing Program Effectiveness and Student Achievement

Appendix 5.12: Graduate Exit Report

Appendix 5.13: Student Engagement Congress

Appendix 5.14: Alumni Survey

Appendix 5.15: Institutional Research Coordinator Job Description

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)		4 YEARS AGO (FY2004)	3 YEARS AGO (FY 2005)	2 YEARS AGO (FY 2006)	1 YEAR AGO (FY 2007)	CURRENT YEAR (FY 2008)
2	? FIRST-YEAR STUDENTS					As of 08/27/2007
3	COMPLETED APPLICATIONS	341	422	334	327	398
4	APPLICATIONS ACCEPTED	281	326	276	273	337
5	APPLICANTS ENROLLED	169	184	145	125	152
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)	2	2.2	2.3	2.5	2.63
7	? TRANSFERS-UNDERGRADUATE					
8	COMPLETED APPLICATIONS	433	551	459	449	417
9	APPLICATIONS ACCEPTED	337	392	334	377	287
10	APPLICANTS ENROLLED	262	235	231	266	215
11	? MASTER'S DEGREE STUDENTS					
12	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
13	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
14	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A
15	? FIRST-PROFESSIONAL DEGREE STUDENTS					
16	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
17	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
18	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A
19	? DOCTORAL DEGREE STUDENTS					
20	COMPLETED APPLICATIONS	N/A	N/A	N/A	N/A	N/A
21	APPLICATIONS ACCEPTED	N/A	N/A	N/A	N/A	N/A
22	APPLICANTS ENROLLED	N/A	N/A	N/A	N/A	N/A

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

Average overall GPA is strongest and most accurate indicator of aptitude. SAT/ACT scores are not required for admissions so they are not used as an indicator.

CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

			4 YEARS AGO (FY 04)	3 YEARS AGO (FY 05)	2 YEARS AGO (FY 06)	1 YEAR AGO (FY 07)	YEAR (budget FY08)
2	?	UNDERGRADUATE					
3	?	FIRST YEAR: FULL-TIME HEADCOUNT	197	262	203	155	152
4	?	PART-TIME HEADCOUNT	18	19	21	7	7
5		TOTAL HEADCOUNT	215	281	224	162	159
6	?	TOTAL FTE	200.86	264.4	213.73	150.66	148
7	?	SECOND YEAR: FULL-TIME HEADCOUNT	114	127	127	129	126
8		PART-TIME HEADCOUNT	21	23	27	27	26
9		TOTAL HEADCOUNT	135	150	154	156	152
10		TOTAL FTE	119.27	132.8	133.34	139.06	137
11	?	THIRD YEAR: FULL-TIME HEADCOUNT	76	121	99	109	107
12		PART-TIME HEADCOUNT	15	23	24	23	23
13		TOTAL HEADCOUNT	91	144	123	132	130
14		TOTAL FTE	85.67	143.73	118.54	124.27	122
15	?	FOURTH YEAR: FULL-TIME HEADCOUNT	268	268	313	350	343
16		PART-TIME HEADCOUNT	33	49	55	79	77
17		TOTAL HEADCOUNT	301	317	368	429	420
18		TOTAL FTE	318.46	315.16	361.33	416.17	408
19	?	UNCLASSIFIED: FULL-TIME HEADCOUNT	13	8	20	14	14
20		PART-TIME HEADCOUNT	169	176	304	446	438
21		TOTAL HEADCOUNT	182	184	324	460	452
22		TOTAL FTE	55.13	50.73	92.06	124	122
23		TOTAL UNDERGRADUATE HEADCOUNT	924	1076	1193	1339	1313
24		TOTAL UNDERGRADUATE FTE	779.39	906.82	919	954.16	937
25	?	GRADUATE					
26	?	FULL-TIME HEADCOUNT	0	0	0	0	0
27	?	PART-TIME HEADCOUNT	0	0	0	0	0
28		TOTAL GRADUATE HEADCOUNT	0	0	0	0	0
29	?	TOTAL GRADUATE FTE	0	0	0	0	0
31		GRAND TOTAL HEADCOUNT	924	1076	1193	1339	1313
32		GRAND TOTAL FTE	779.39	906.82	919	954.16	937

UNDERGRADUATE RETENTION AND GRADUATION RATES

34		1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	63%	70%	55%	70%	64%
35	?	GRADUATION RATE	57%	45%	39%	30%	43%

DEFINITION OF UNDERGRADUATE FTE
 DEFINITION OF GRADUATE FTE

Credit Hours / 15
N/A

**CIHE DATA FORM 1
STATEMENT OF REVENUES AND EXPENSES (000 OMITTED)**

FISCAL YEAR ENDS month & day: (06/30)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
2						
3	? TUITION & FEES	\$4,330,000.00	\$5,622,000.00	\$5,812,000.00	\$6,553,000.00	\$7,109,000.00
4	? AUXILIARY ENTERPRISES (Enter here and/or on line 9)	\$920,000.00	\$1,209,000.00	\$1,003,000.00	\$1,069,000.00	\$1,426,000.00
5	? LESS: SCHOLARSHIP ALLOWANCE	(\$1,006,000.00)	(\$1,193,000.00)	(\$1,334,000.00)	(\$1,919,000.00)	(\$1,934,000.00)
6	NET STUDENT FEES	\$4,244,000.00	\$5,638,000.00	\$5,481,000.00	\$5,703,000.00	\$6,601,000.00
7	? GOVERNMENT GRANTS & CONTRACTS	\$1,460,000.00	\$1,414,000.00	\$1,450,000.00	\$1,566,000.00	\$1,570,000.00
8	? PRIVATE GIFTS, GRANTS & CONTRACTS	\$1,000.00	\$2,000.00	\$14,000.00	\$34,000.00	\$34,000.00
9	? AUXILIARY ENTERPRISES (Enter here or on line 4)	\$439,000.00	\$522,000.00	\$512,000.00	\$620,000.00	\$520,000.00
#	? OTHER	\$215,000.00	\$175,000.00	\$224,000.00	\$168,000.00	\$160,000.00
#	TOTAL OPERATING REVENUES	\$6,359,000.00	\$7,751,000.00	\$7,681,000.00	\$8,091,000.00	\$8,885,000.00
#	OPERATING EXPENSES					
#	? INSTRUCTION	\$3,387,000.00	\$3,747,000.00	\$4,040,000.00	\$4,406,000.00	\$4,384,000.00
#	? RESEARCH	\$37,000.00	\$65,000.00	\$3,000.00	\$0.00	\$0.00
#	? PUBLIC SERVICE	\$340,000.00	\$441,000.00	\$452,000.00	\$136,000.00	\$135,000.00
#	? ACADEMIC SUPPORT	\$928,000.00	\$1,067,000.00	\$1,058,000.00	\$1,271,000.00	\$1,270,000.00
#	? STUDENT SERVICES	\$1,256,000.00	\$1,333,000.00	\$1,468,000.00	\$1,548,000.00	\$1,541,000.00
#	? INSTITUTIONAL SUPPORT	\$1,284,000.00	\$1,329,000.00	\$1,493,000.00	\$1,712,000.00	\$1,707,000.00
#	? OPERATION, MAINTENANCE OF PLANT	\$890,000.00	\$1,356,000.00	\$1,162,000.00	\$1,307,000.00	\$1,301,000.00
#	? SCHOLARSHIPS & FELLOWSHIPS	\$630,000.00	\$509,000.00	\$572,000.00	\$461,000.00	\$576,000.00
#	? AUXILIARY ENTERPRISES	\$1,269,000.00	\$1,707,000.00	\$1,498,000.00	\$1,581,000.00	\$1,750,000.00
#	? DEPRECIATION	\$368,000.00	\$422,000.00	\$493,000.00	\$516,000.00	\$593,000.00
#	? OTHER					
#	TOTAL OPERATING EXPENDITURES	\$10,389,000.00	\$11,976,000.00	\$12,239,000.00	\$12,938,000.00	\$13,257,000.00
#	OPERATING LOSS	(\$4,030,000.00)	(\$4,225,000.00)	(\$4,558,000.00)	(\$4,847,000.00)	(\$4,372,000.00)
#	NON OPERATING REVENUES					
#	? STATE APPROPRIATIONS (NET)	\$3,934,000.00	\$4,026,000.00	\$4,026,000.00	\$4,246,000.00	\$4,382,000.00
#	? INVESTMENT INCOME	\$8,000.00	\$13,000.00	\$32,000.00	\$32,000.00	\$32,000.00
#	? INTEREST INCOME	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
#	? OTHER	\$874,000.00	\$78,000.00	(\$222,000.00)	(\$197,000.00)	(\$197,000.00)
#	NET NON OPERATING REVENUES	\$4,816,000.00	\$4,117,000.00	\$3,836,000.00	\$4,081,000.00	\$4,217,000.00
#	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	\$786,000.00	(\$108,000.00)	(\$722,000.00)	(\$766,000.00)	(\$155,000.00)
#	? CAPITAL APPROPRIATIONS	\$1,878,000.00	(\$83,000.00)	\$32,000.00	\$0.00	\$1,000,000.00
#	? OTHER	\$110,000.00	\$436,000.00	\$66,000.00	\$70,000.00	\$70,000.00
#	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,774,000.00	\$245,000.00	(\$624,000.00)	(\$696,000.00)	\$915,000.00

CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

FISCAL YEAR ENDS month & day (/)		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)	
3		NET ASSETS					
4		NET ASSETS BEGINNING OF YEAR	\$8,831,000.00	\$11,605,000.00	\$11,849,000.00	\$11,226,000.00	\$10,530,000.00
5	?	TOTAL INCREASE/DECREASE IN NET ASSETS	\$2,774,000.00	\$244,000.00	(\$623,000.00)	(\$696,000.00)	\$1,415,000.00
6		NET ASSETS END OF YEAR	\$11,605,000.00	\$11,849,000.00	\$11,226,000.00	\$10,530,000.00	\$11,945,000.00
8		INDEBTEDNESS					
9		BEGINNING BALANCE	\$855,000.00	\$7,933,000.00	\$7,728,000.00	\$7,551,000.00	\$7,315,000.00
10		ADDITIONS	\$7,405,000.00	\$0.00	\$0.00	\$0.00	\$0.00
11	?	REDUCTIONS	(\$327,000.00)	(\$205,000.00)	(\$220,000.00)	(\$236,000.00)	(\$163,000.00)
12		ENDING BALANCE	\$7,933,000.00	\$7,728,000.00	\$7,508,000.00	\$7,315,000.00	\$7,152,000.00
13		INTEREST PAID DURING FISCAL YEAR	\$57,000.00	\$336,000.00	\$311,000.00	\$327,000.00	\$310,000.00
14		CURRENT PORTION	\$17,000.00	\$162,000.00	\$163,000.00	\$163,000.00	\$169,000.00

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

FISCAL YEAR ENDS month & day: (06/30)	3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
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3	?	TUITION AND FEE CHARGES				
4		FULL-TIME UNDERGRADUATE STUDENT				
5		IN-STATE	4184	4516	4844	5211
6		OUT-OF-STATE	9434	10156	10934	11784
7		PART-TIME UNDERGRADUATE STUDENT				
8		IN-STATE	N/A	N/A	N/A	N/A
9		OUT-OF-STATE	N/A	N/A	N/A	N/A
10		FULL-TIME GRADUATE STUDENT				
11		IN-STATE	N/A	N/A	N/A	N/A
12		OUT-OF-STATE	N/A	N/A	N/A	N/A
13		PART-TIME GRADUATE STUDENT				
14		IN-STATE	N/A	N/A	N/A	N/A
15		OUT-OF-STATE				N/A

17	?	ROOM AND BOARD CHARGES				
18		UNDERGRADUATE STUDENT	4880	5564	5988	6282
19		GRADUATE STUDENT	N/A	N/A	N/A	N/A

**CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS**

Fiscal Years	FY 2009	FY 2010	FY 2011
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PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$9,240,000.00	\$9,610,000.00	\$9,994,000.00
4	TOTAL OPERATING EXPENDITURES	\$13,787,000.00	\$14,338,000.00	\$14,912,000.00
5	TOTAL OPERATING LOSS	(\$4,547,000.00)	(\$4,728,000.00)	(\$4,918,000.00)
6	NET NON OPERATING REVENUE	\$4,386,000.00	\$4,561,000.00	\$4,743,000.00
7	CAPITAL APPROPRIATIONS AND OTHER REVENUES	\$970,000.00	\$970,000.00	\$80,000.00
8	TOTAL INCREASE/DECREASE IN NET ASSETS	\$809,000.00	\$803,000.00	(\$95,000.00)

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
	IN-STATE	6079	6382	6701
13	OUT-OF-STATE	14112	14817	15557
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE	N/A	N/A	N/A
16	OUT-OF-STATE	N/A	N/A	N/A
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE	N/A	N/A	N/A
19	OUT-OF-STATE	N/A	N/A	N/A
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE	N/A	N/A	N/A
22	OUT-OF-STATE	N/A	N/A	N/A

CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS

Fiscal Years	FY 2009	FY 2010	FY 2011
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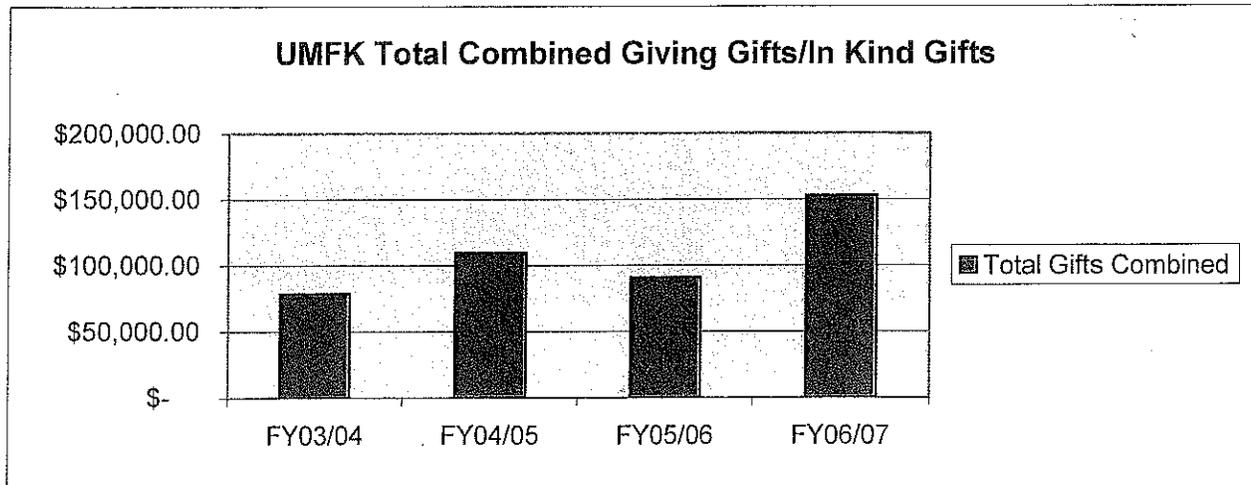
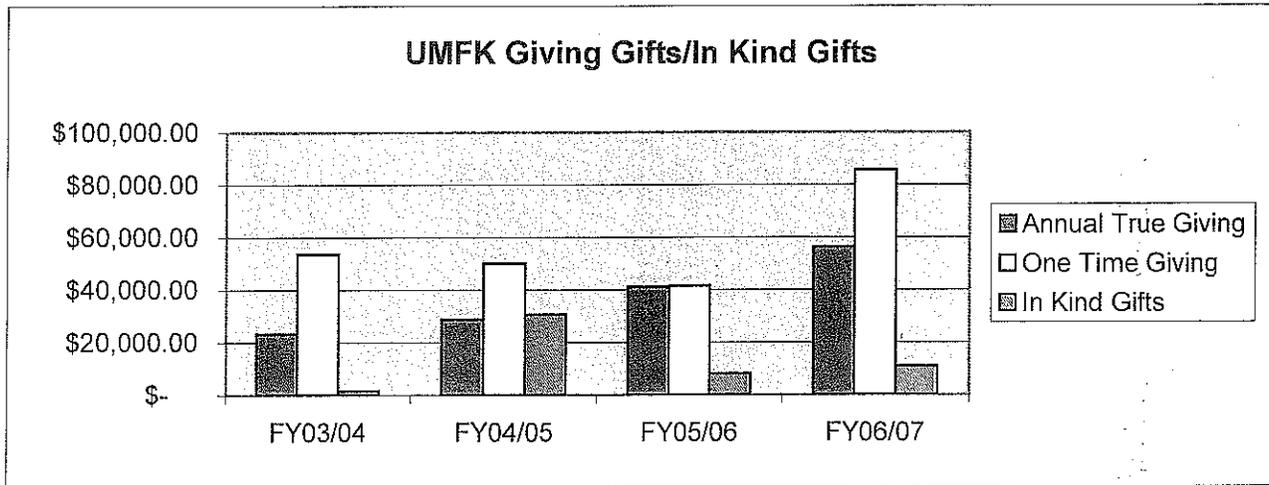
PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	764	787	811
33	PART-TIME HEADCOUNT	588	606	624
34	IN-STATE HEADCOUNT	979	1008	1038
35	OUT-OF-STATE HEADCOUNT	362		
36	TOTAL HEADCOUNT	1352	1393	1435
37	TOTAL FTE	965	994	1024
38	GRADUATE STUDENTS			
	FULL-TIME HEADCOUNT	N/A	N/A	N/A
40	PART-TIME HEADCOUNT	N/A	N/A	N/A
41	IN-STATE HEADCOUNT	N/A	N/A	N/A
42	OUT-OF-STATE HEADCOUNT	N/A	N/A	N/A
43	TOTAL HEADCOUNT	N/A	N/A	N/A
44	TOTAL FTE	N/A	N/A	N/A

GIFTS TO UMFK

	Annual True Giving	One Time Giving	Total Giving	In Kind Gifts	Total Gifts Combined
FY03/04	\$ 23,188.00	\$ 53,562.16	\$ 76,750.16	\$ 1,449.00	\$ 78,199.16
FY04/05	\$ 28,716.31	\$ 50,000.00	\$ 78,716.31	\$ 30,431.17	\$ 109,147.48
FY05/06	\$ 41,010.89	\$ 41,460.00	\$ 82,470.89	\$ 7,932.69	\$ 90,403.58
FY06/07	\$ 56,255.53	\$ 85,465.00	\$ 141,720.53	\$ 10,738.87	\$ 152,459.40

FY03/04 = Transfer to Alumni Scholarship Fund/ Eagle Lake Shore Owners Scholarship/Nadeau Hall Build
 FY04/05 = Elizabeth Noyes Trust/Nadeau Hall Building
 FY05/06 = Ouellette Family Scholarship/Dinsmore Scholarship/Student Senate/Dinner Theatre
 FY06/07 = Dinner Theatre/Thibodeau Fund/Microscope Campaign/John Martin Fund Committee



Appendix 3.0

University of Maine at Fort Kent Advising Survey Results Spring 2007
Methodology

This survey was intended to assess some aspects of student involvement with their advisors, especially how often and for what purpose students sought them out. Of equal interest was an overall evaluation of advisors by students, especially of their availability, helpfulness, and knowledge. The survey questionnaire was designed and fielded by Kate Fecinta (Student Success Coordinator), with input and assistance from the Council on Institutional Effectiveness and Assessment. In May of 2007, all students were sent a copy of the survey questionnaire by email, and were asked to complete and return the questionnaire. Students could also obtain a copy from their advisor, and submit the completed survey form on paper. A copy of the survey questionnaire is attached.

Analysis of Results

43 students responded to the survey. Table 1 (below) summarizes the basic characteristics of these respondents. Two-thirds (66.67%) of the students who indicated their class level were seniors, with only a few respondents indicating other class years (four respondents did not answer this question). Also, about two-thirds (65.12%) were education (or elementary education) majors; the only other major with more than 10% of the students was nursing.

Finally, over two-thirds (67.4%) of the respondents had the same advisor ("Professor A"); other advisors, nine in all, were reported by no more than three students. (Frequencies for this variable are not shown). Of the 43 respondents, just over half (22, or 51.2%) were senior education majors advised by Professor A. The remainder of the respondents were thinly spread among other advisors, majors, and years. This heavy weighting of the respondents significantly affects most the findings from this survey. Because of this, most of the questionnaire items will be presented twice, first with all of Professor A's students included and then with a subset where all but four of Professor A's students (randomly chosen) are excluded.

Table 1: Characteristics of Respondents

Class Year	Frequency		Major	Frequency	
	Frequency	Percent		Frequency	Percent
Freshman	5	12.82	AA Human Services	1	2.33
Sophomore	3	7.69	Accounting	1	2.33
Junior	5	12.82	Behavioral Science	1	2.33
Senior	26	66.67	Biology	1	2.33
Total	39	100.00	Business	3	6.98
			Education	4	9.30
			Elem Education	24	55.82
			Grad Student	1	2.33
			Nursing	5	11.66
			Public Safety Admin	1	2.33
			Undecided	1	2.33
			Total	43	100.00

Five students indicated they had not visited their advisor at all this semester, or did not respond to this question and did indicate later on why they had not seen their advisor. One student said they had not visited their advisor and then answered the remaining questions. Of the remaining four, three said this was because they didn't feel the need, and one did not have the time.

As shown in Table 2 (below), among all respondents, roughly three-quarters made more than one visit, with almost 30% making four or more visits. Within the restricted respondent set, slightly more students made more than one visit, but there is no meaningful difference between the groups in this measure.

Table 2: Number of Advisor Visits

	All Respondents		Restricted Set	
	Frequency	Percent	Frequency	Percent
0	1	2.6316	0	0
1	8	21.053	3	17.65
2	13	34.211	7	41.18
3	5	13.158	2	11.76
4 or more	11	28.947	5	29.41
Total	38	100	17	100.00

Students often have more than one reason for seeing their advisor; although the questionnaire directed students to indicate only one reason for their visit, many selected more than one. Table 3 is a composite of these multiple responses, so totals are greater than the number of respondents. For both sets of respondents, the majority of visits were for purposes of course selection. However, among the full set, only slightly more than half (52.6%) of the visits were for course selection, while for the restricted set, 70.6% of visits were for this purpose. It appears that students visit Prof. A for a wide range of reasons; indeed, when tabulated separately, Prof. A's students indicate course selection as their purpose only 37.5% of the time. Put another way: aside from Prof. A's students, advising would seem to be focused on course selection, with little other involvement.

Table 3: Purpose of Visit

	All Respondents		Restricted Set	
	Frequency	Percent	Frequency	Percent
Course selection/registration	20	52.6	12	70.6
Add/Drop process	3	7.9	0	0
Withdrawal from course(s)	0	0.0	0	0
Issues with current course load	7	18.4	2	11.8
Career counseling	5	13.2	1	5.9
Selection of major/minor	4	10.5	3	17.6
Personal/Life issues	7	18.4	2	11.8
Total	46		20	

NOTE: Percentages are calculated against number of students, rather than against number of responses; Total of percentages is greater than 100.0

Similarly, students often provided more than one response when asked how they arranged their visit with their advisor (see Table 4). Overall, advisors appear to be easily accessible: among the restricted set, over 70% of visits were "arranged" by making an appointment in person or walking in to the office during office hours. For both respondent sets, the largest category of response was "walked in during office hours". However, for all respondents, this category was nearly 50% of responses, as compared to slightly over 40% for the subset with most of Prof. A's students removed. Again, Prof. A appears to be more readily available, on a "walk in" basis, than other advisors. In fact when tabulated separately, almost 53% of Prof. A's students indicated they walked in (during office or non-office hours).

Although not presented here in table form, it should be noted that when asked how long they had to wait for their visit, *only* students advised by someone other than Prof. A recorded a wait longer than one day. In fact, *half* of the visits with other advisors involved a wait of 2 days or longer.

Table 4: How Visit Arranged

	All Respondents		Restricted Set	
	Frequency	Percent	Frequency	Percent
Made an appointment by phone	3	7.7	3	17.6
Made an appointment by email	10	25.6	2	11.8
Made an appointment in person	13	33.3	5	29.4
Walked in during office hours	19	48.7	7	41.2
Walked in during NON-office hours	5	12.8	0	0.0
Other	3	7.7	2	11.8
Total	53		19	

NOTE: Percentages are calculated against number of students, rather than against number of responses; Total of percentages is greater than 100.0

Most of the surveyed students registered for classes the “old-fashioned way” by submitting a paper form to the registrar’s office (see Table 5). However, 29% did register through their advisor during a meeting. Of these, all but two were advised by Professor A. It would appear that other advisors are not yet comfortable with registering their advisees online.

Table 5: Registration Method

	Overall		Professor A Only		All Others	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
My advisor registered me for classes during an advising meeting	11	29.73	9	39.13	2	14.28
I brought my signed registration form to the Registrar	23	62.16	11	47.82	12	85.71
Other	3	8.11	3	13.04	0	0.00
Total	37	100.00	23	100.00	14	100.00

The heart of the survey is Question 7: "Please rate the following statements as they relate to your advisor and/or your advising experience". In general, students were enthusiastic about their advisors. 92% (n=36) of the respondents said "Strongly Agree" or "Agree" in response to the statement "In general, I am satisfied with my advisor and the advising I have received". Over 80% of respondents gave the highest possible rating ("Strongly Agree") to their advisor in response to such statements as: "willing to discuss my problems"; "knowledgeable about majors offered at UMFK"; "has given me good suggestions"; "knows who to contact for further information"; "usually available when I need assistance". More than 70% of respondents gave the highest possible rating ("Strongly Agree") to their advisor in response to such statements as: "helped me define and develop my career/academic goals"; "helped me understand my responsibilities"; "took my academic history into account"; "showed interest in my concerns"; and "spent enough time with me".

However, there are significant differences between the ratings for Professor A and those for the other advisors. As shown in Table 6, Prof. A's rating for half the items is a full quarter-point higher than the other advisors as a group. There are important problems with the heavy over-representation of Prof. A's advisees in this data set. However, it seems clear that Prof. A is (at least) a very well regarded advisor, and one who is perhaps quite a bit better at this task than most other faculty. Even though Prof. A has ten times more responding students than any other advisor, Professor A's overall average rating is higher than all but one of the others. Professor A's average rating on each item is also higher than most other advisors through the entire list. (See Table 7, below).

Conclusions

It is difficult to infer any wider pattern of characteristics from such a small sample; any generalizations made from these findings will be inherently suspect. Still, it would appear that our faculty are at least fairly good at the tasks of student advising. It is of course possible, even likely, that only those students who regarded their advisors quite positively took the time to complete this questionnaire. It is also clear that the overwhelmingly positive evaluation of Prof. A skewed the overall results of the survey. A closer look will reveal to what extent the patterns revealed this spring hold true in a wider perspective. In future, more attention must be paid to disseminating the survey and encouraging response from a wide range of students. It would also

be valuable to conduct some short interviews of students to probe more complex issues than a simple questionnaire can address. This spring's Advising Survey was a very positive and important first foray; the results suggest we can improve, but our student advising is a positive part of student experience.

Table 6: Comparison of Advisor Ratings

Item	Overall	Prof. A	All Others	Difference
Willing to discuss problems	4.92	4.92	4.93	-0.01
Knowledgeable about majors	4.84	4.84	4.85	-0.01
Keep information confidential	4.84	4.84	4.85	-0.01
Given me good suggestions	4.76	4.92	4.46	0.46
Knows who to contact	4.84	4.92	4.69	0.23
In office for scheduled appointments	4.89	4.92	4.85	0.07
Usually available when I need assistance	4.84	4.92	4.69	0.22
Gave accurate information about degree requirements	4.81	4.88	4.69	0.18
Helped me develop academic goals	4.65	4.79	4.38	0.41
Helped me develop career goals	4.56	4.79	4.08	0.71
Clearly outlined my responsibilities	4.65	4.79	4.38	0.41
Took my academic history into account	4.62	4.63	4.62	0.01
Showed interest in concerns I had	4.73	4.83	4.54	0.29
Spent enough time with me	4.70	4.83	4.46	0.37
Knowledgeable about extracurricular activities	4.43	4.71	3.92	0.79
I am satisfied with my advisor	4.78	4.88	4.62	0.26

TABLE 6
Average Ratings for Advisors

	A (N=29)	B (N=3)	C (N=2)	D (N=2)	E (N=2)	F (N=1)	G (N=1)	H (N=1)	I (N=1)	J (N=1)	Total (N=43)
Average of All Ratings	4.84	4.60	4.50	4.69	4.97	4.38	4.56	3.94	4.80	4.56	4.75
Willing to discuss problems	4.92	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.92
Knowledgeable about majors	4.84	5.00	4.50	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.84
Keep information confidential	4.84	4.67	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	4.84
Given me good suggestions	4.92	4.33	4.00	5.00	5.00	4.00	5.00	3.00	5.00	5.00	4.76
Knows who to contact	4.92	4.67	4.50	5.00	5.00	4.00	4.00	5.00	5.00	5.00	4.84
In office for scheduled appointments	4.92	4.67	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.00	4.89
Usually available when I need assistance	4.92	4.67	5.00	4.50	4.00	5.00	5.00	5.00	5.00	4.00	4.84
Gave accurate information about degree requirements	4.88	4.67	4.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.84
Helped me develop academic goals	4.79	4.67	4.00	4.50	5.00	5.00	5.00	4.00	5.00	5.00	4.81
Helped me develop career goals	4.79	4.33	4.00	4.50	5.00	4.00	5.00	3.00	5.00	4.00	4.65
Clearly outlined my responsibilities	4.79	4.33	4.50	5.00	5.00	4.00	4.00	3.00	5.00	4.00	4.56
Took my academic history into account	4.63	4.67	4.50	5.00	5.00	4.00	4.00	3.00	5.00	4.00	4.65
Showed interest in concerns I had	4.83	4.67	4.50	4.50	5.00	4.00	4.00	5.00	4.00	5.00	4.62
Spent enough time with me	4.83	4.67	4.50	4.00	5.00	5.00	5.00	3.00	4.00	5.00	4.73
Knowledgeable about extracurricular activities	4.71	3.67	4.50	3.50	5.00	4.00	3.00	3.00	4.00	5.00	4.70
I am satisfied with my advisor	4.88	5.00	4.50	4.50	5.00	4.00	5.00	3.00	5.00	5.00	4.43
											4.78

University of Maine at Fort Kent Advising Survey - Spring 2007

Class Level: Freshman Sophomore Junior Senior

Major: _____

Minor (if applicable): _____

Advisor's Name: _____

1. How many times did you meet with your advisor this semester?
 - 0 (if you select this as your answer, please proceed to question 8)
 - 1
 - 2
 - 3
 - 4 or more

2. What was the MAIN purpose for your contact with your advisor? (please select only one)
 - Course selection/registration
 - Add/Drop process
 - Withdrawal from course(s)
 - Issues with current course load
 - Career counseling
 - Selection of major/minor
 - Personal/Life issues

3. How did you arrange to meet with your advisor?
 - Made an appointment by phone
 - Made an appointment by email
 - Made an appointment in person
 - Walked in during office hours
 - Walked in during non-office hours
 - Other: _____

4. How long after you contacted your advisor did you have to wait to get an appointment?
 - Less than 1 day
 - 1 day
 - 2-3 days
 - 4-6 days
 - 1 week or more

5. How did you register for your classes this semester?
 - My advisor registered me for classes during an advising meeting
 - I received my RAN number and registered online through DSIS

- I brought my signed registration form to the Registrar's Office
- Other: _____

7. Please rate the following statements as they relate to your advisor and/or your advising experience.

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Statement	SA	A	N	D	SD
My advisor is willing to discuss my problems and/or concerns	<input type="radio"/>				
My advisor is knowledgeable about the majors and minors offered at UMFK	<input type="radio"/>				
I trust my advisor to keep my information confidential	<input type="radio"/>				
My advisor has given me good suggestions	<input type="radio"/>				
My advisor knows who to contact for further information	<input type="radio"/>				
My advisor is in his/her office for scheduled appointments	<input type="radio"/>				
My advisor is usually available when I need assistance	<input type="radio"/>				
My advisor gave me accurate information about my specific academic degree requirements	<input type="radio"/>				
My advisor helped me define and develop my academic goals	<input type="radio"/>				
My advisor helped me define and develop my career goals	<input type="radio"/>				
My advisor clearly outlined and helped me understand my responsibilities in the advising process	<input type="radio"/>				
My advisor took my academic history into account during our advising meeting(s)	<input type="radio"/>				
My advisor showed interest in any concerns that I had	<input type="radio"/>				
My advisor spent enough time with me to discuss concerns that I had	<input type="radio"/>				
My advisor was knowledgeable about and recommended appropriate extracurricular activities and organizations at UMFK	<input type="radio"/>				
In general, I am satisfied with my advisor and the advising I have received	<input type="radio"/>				

8. What is the **MAIN** reason that you did not meet with your advisor? (*please select only one*)

- I do not think I need advising
- I could not get an appointment
- I do not know who my advisor is
- I do not like to ask for help
- I did not have the time
- I do not feel that my advisor cares
- I do not feel that my advisor is informative
- I do not feel that my advisor listens to me
- Other: _____

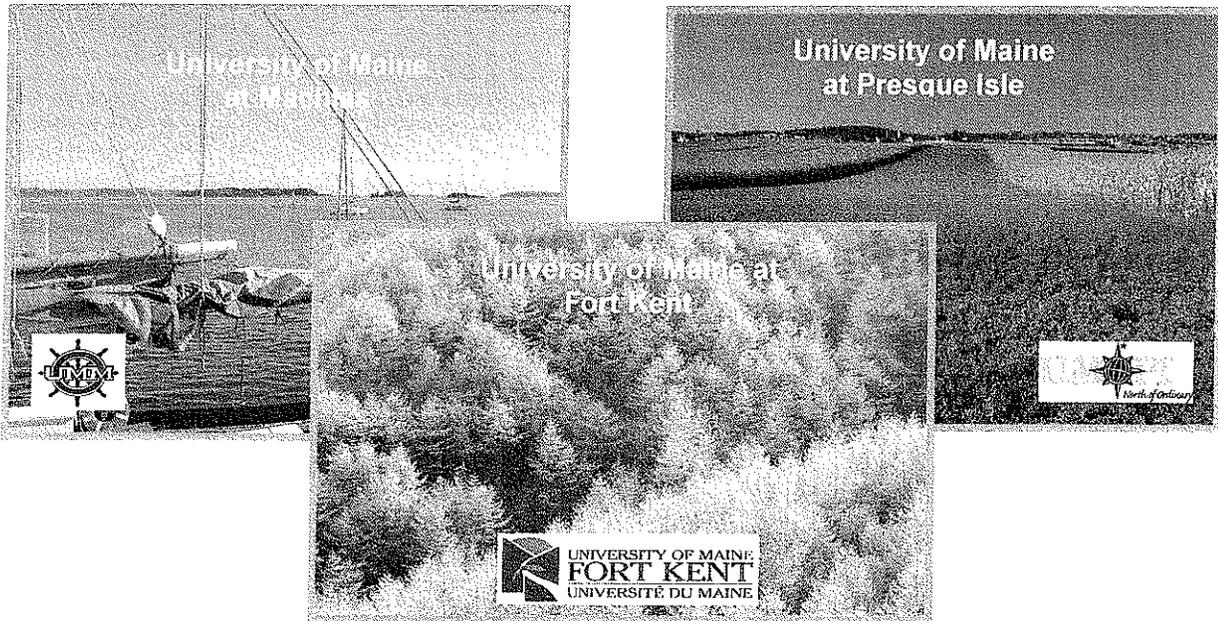
Comments: _____

Appendix 4.0

Intent to Plan

CENTER FOR RURAL SUSTAINABLE DEVELOPMENT

Maine Tri-Campus Consortium



Planning Committee

Maine Tri-Campus Consortium Members:

University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle

Submitted for review on
December, 2006

I. Proposed Center Name

Center for Rural Sustainable Development

II. Introduction

With a view to the need for expertise in rural economic development in northern and downeast Maine and to further the missions of the University of Maine at Fort Kent, the University of Maine at Machias, and the University of Maine at Presque Isle, this proposal seeks to establish a Center for Rural Sustainable Development (CRSD as part of the tri-campus consortium.

The mission of the University of Maine at Fort Kent as approved by the Board of Trustees in September 2004 includes three parts: 1) an overarching focus on the needs of rural communities in America, 2) exploration and study of the Maine wilderness environment surrounding this campus, and 3) celebration and preservation of the Franco-American heritage of this region. In carrying out this mission, UMFK will contribute to the economic, social, and cultural development of the St. John Valley.¹

“The mission of the University of Maine at Presque Isle (UMPI), as a publicly supported, baccalaureate institution located in northern Maine, is to provide broad educational opportunities for a diverse student body with particular reference to the people of its region and state.” Central among its goals is “to have a stimulating effect on the cultural and economic development of Aroostook County and the State of Maine” and “to be a catalyst for personal discovery through intellectual, cultural, and outdoor adventure.”²

“The mission of the University of Maine at Machias is closely linked to its location on the rugged Atlantic Ocean coast, among forests, glacial lakes, and abundant aquatic and terrestrial wildlife. This downeast location, with its rich human and natural resources, provides a unique living and learning environment for our students. Through its liberal arts core and distinctive baccalaureate programs, the University prepares students for life-long intellectual growth, individual success, leadership in a global society, and the advancement of a sustainable environment. The University’s applied research and public services contribute to the improvement of the quality of life and economic development in downeast Maine.”³

The common thread among these unique institutional missions is the rural environment and the need for economic development. Based on location, each institution will contribute to the CRSD in specific ways as described below.

III. Vision and Mission

A. Vision:

The vision for the CRSD will be:

- To provide a structure to implement the primary mission focus of the smaller regional institutions to serve the needs of the rural communities in the regions in which they are located. It will create a forum for exploring how this rural focus permeates the

curriculum at these institutions and establishes a platform for generating research in and about the regions in order to support ongoing regional economic development efforts.

B. Mission:

The CRSD will promote rural sustainable development that responds to the challenges and needs facing northern and downeast Maine by:

- Developing rural oriented academic programs and outreach activities
- Providing quality research, scholarship, and grant writing initiatives; and
- Creating and strengthening community partnerships and networks through public and professional services.

The CRSD foci for each University within the Consortium will draw upon the individual and unique missions and locations of each institution as follows:

University of Maine at Fort Kent

Rural Studies

- Rural economics
- Rural health

Environmental Science

- Fresh Water Ecology
- Forestry
- Wildlife Management
- Ecotourism

Acadian and Franco-American Heritage and Culture

University of Maine at Presque Isle

- Agriculture
- Geology
- Recreation
- Social Services Delivery

University of Maine at Machias

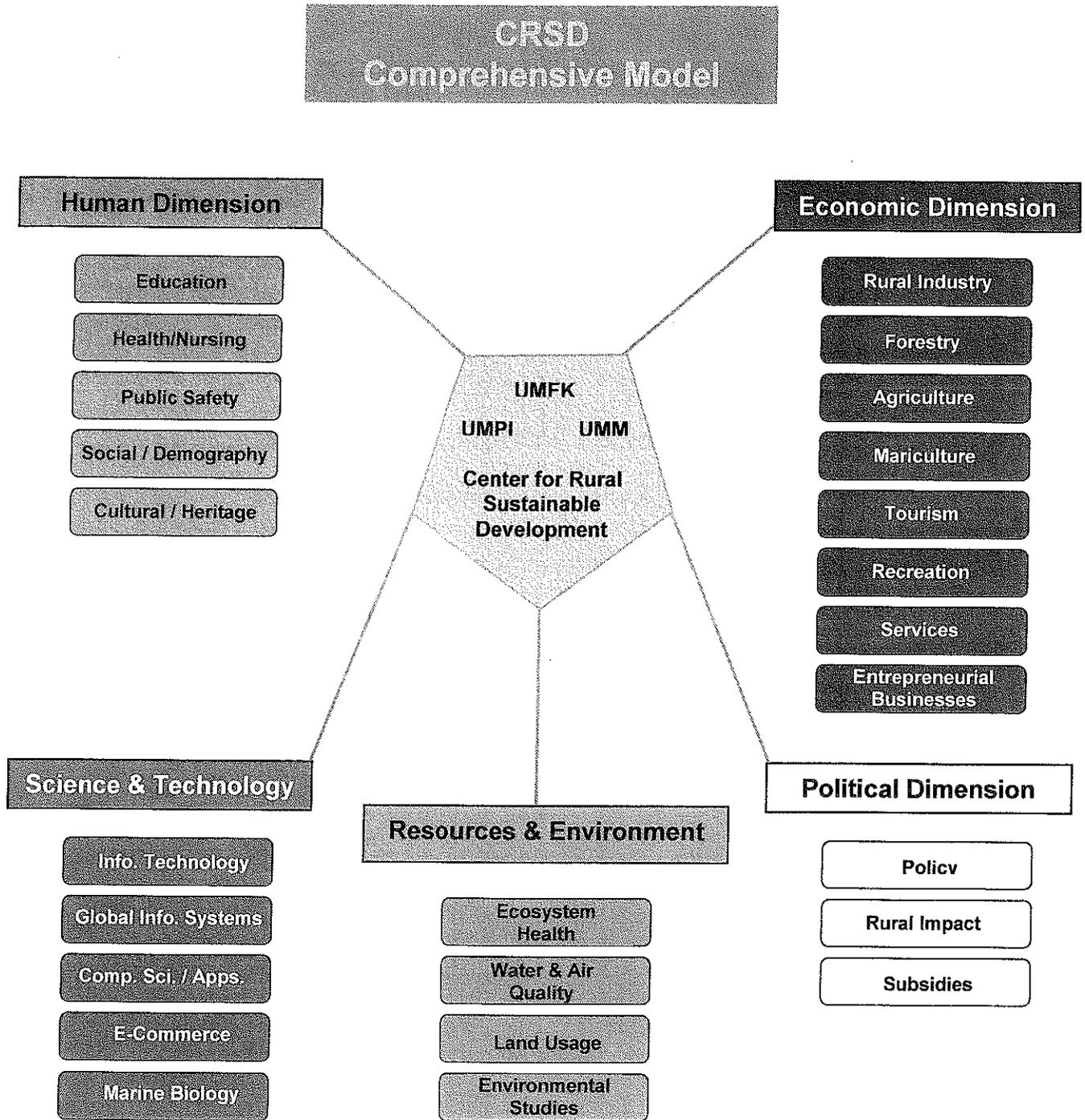
- Coastal Studies

IV. Conceptual Model and Definitions

A. Model:

The comprehensive conceptual model for the CRSD is multidimensional and was adapted from the European Rural Development Model (see figure 1).⁴ The model encompasses five dimensions. The *human* dimension of the model encompasses the rural social structure, demographic trends, and culture, and focuses on the education, health, and public safety of the population. Because the relevance of agriculture is declining, the *economic* dimension is increasingly focused on rural industries, service sectors, and especially tourism. The *environment and resources* dimension focuses on environmental health and rural sustainable development by depending on natural resources and a healthy natural environment for economic activities (e.g., tourism, forestry, food production). It does not waste essential natural resources (e.g., water) and does not pollute soils, water, and air. Rather, it safeguards biological diversity of plants and animals and preserves cultural landscape. *Science and technology* focuses on biotechnology and the expansion

of communication networks and its impact on rural areas. Finally, the *political* dimension focuses on increasing public awareness of policy formation in rural areas.



Adapted from the European Rural Development Model

Figure 1. CRSD Comprehensive Model

B. Definitions:

Rurality is often defined by what it is not, as in, it is not urban. *Rurality* can be defined demographically. It has the following social-demographic traits. The population density is low, with few people in a largely unpopulated geographical region. *Rurality* can also be defined economically. The rural economies historically centered on primary products or extractive industry: farming, fishing, lumbering, quarrying, and mining. Traditional rural economies are cash poor. In agricultural/forestry areas there has been a marked shift from small, self-sufficient family farms and woodlots to large agribusiness farms and plantations. There has been a shift from subsistence economics run by self-employed farmers, loggers, petty miners, hunters, fishers, and such to capitalism, wage work, and an increasingly proletarian work force.⁵

Sustainability refers to any self-perpetuating process that does not result in a net loss of a resource through time. Agriculture is sustainable if, in the cycle of annual farming, the soil fertility is not depleted and the soil is not eroded. Timbering is sustainable if the forest is cropped without collateral damage to the ecosystem and is replanted. According to the United Nations Decade for Sustainable Development, sustainability refers to long-term stability in the physical and social environments so that the connected *ecology*, *economy*, and *society* of a region remain healthy and whole.⁶

Too often, *development* simply means building industrial and economic infrastructures such as factories and shopping malls for capitalist gain and profit. More broadly, development refers to a deliberate, planned effort to increase the health, welfare, and resources of a region. This might include building roads, railroads, bridges, and airports; building schools and training centers; building health care facilities; building low-emission factories and other places of employment. But such structural building cannot be done at the expense of the local physical and social ecologies and environments.⁷

V. Center Objectives

A. Rationale

Capitalizing on the special position of the Consortium campuses within the University of Maine System (UMS) as institutions of higher learning located in rural Maine, the proposed CRSD will be well suited to respond to the demand for academic and professional services that will promote and enhance sustainable economic development and quality of life in rural communities. The CRSD will enhance the UMFK mission focus on rural issues, environmental studies, and Acadian and Franco-American heritage, language, and culture by linking university educational programs and outreach, research initiatives, consultancies with local and regional development issues impacting all three institutions. UMPI will focus on agriculture, geology, recreation, social service dimensions of rural economic development. At UMM, the CRSD will focus on rural coastal studies examining the sociological, ecological, and cultural aspects unique to the rural coast. As the CRSD develops a fine reputation for services, a repertoire of resources, and strengthened partnerships, it will become part of brand building and “valued added” because it will serve as a bridge between the needs of the community constituencies and the academic, research, and scholarly skills of the academy.

B. Goals and Objectives

The *overall goal* of the CRSD will be to promote rural sustainable development by serving as an academic center established to provide new rural and rural enhanced academic programs, outreach, research and professional services aimed at improving the human/social, cultural, economic, and environmental well being the Maine's rural communities, primarily in Aroostook and Washington County, which could potentially extend across America and internationally.

The CRSD will achieve this overall goal by pursuing *five major objectives* that are unique to rural Maine and encompass the five dimensions of the CRSD comprehensive model.

Human (Education, Outreach, Cultural Activities)

1. **To prepare a new generation of scholars, professionals, and community leaders** prepared to address complex rural issues through increased access to curricula, experiential learning opportunities, outreach activities, and cultural events oriented to rural communities

Environment and Resources

2. **To generate new knowledge, and develop and apply practical solutions to local problems challenging rural communities** through applied research and scholarly initiatives

Economic Development

3. **To assist rural communities to better understand their strengths and opportunities and in developing location specific strategies** (e.g., creative economy, rural industry, forestry, agriculture, marine biology, fishery, tourism, outdoor sports) to support long-term economic development

Technology

4. **To secure funding through grantsmanship for relevant science equipment, facilities, and technology** to foster education and rural sustainable development

Political

5. **To build broad partnerships that link the Consortium with other key entities involved with rural economic development** and increasing the public's understanding of contributions and constraints faced by rural communities, and about the impact of public policy.

C. Anticipated Outcomes

- Provide a center of excellence for rural sustainable development addressing rural challenges, which are aimed at improving the economy and quality of life in rural Maine, specifically, in Aroostook and Washington Counties

- Strengthened academic rural focused curricula and experiential learning opportunities for students
- Expanded employment-based training, outreach activities, and cultural events with a special focus on education and training in rural communities
- Increased number of graduates prepared to address challenges in rural areas
- Increased level of faculty and undergraduate research and scholarly activities addressing local solutions to local problems
- Increased level of extramural funding for interdisciplinary and inter-organizational research related to rural sustainable development
- Increased access for the region's rural, agriculture, and mariculture research, science-based and related technology projects, and the development of niche markets and marketing strategies
- Increased community empowerment and regional revitalization
- Increased resources and capabilities of sustainable agriculture and mariculture in rural Maine
- New collaborative programs and partnerships with potential stakeholders
- Expanded public and comprehensive consulting services to small businesses in rural areas and communities

VI. Evidence of Center Need

A. Evidence Provided

1. Education, Social Well Being, and Quality of Life

Consistent with the premise that all people regardless of age, gender, race, ethnic origin, or location should have equal access to the services they need for social well-being and quality of life, our research and education programs will respond to the fact that existing services in rural areas are not meeting the special needs of diverse populations, including youth and the elderly, poor and disadvantaged individuals and families, and culturally diverse audiences. Service areas that require special attention include housing, nutrition, health, education, transportation, and communications. To address these differences, our research and education programs focus on assessing the delivery of services to rural communities, families, and individuals; informing policy makers and others of their unique human service needs; and collaborating with other groups and organizations to search for ways to meet these needs. Our research and outreach objective will be to improve the understanding of issues, choices, and possible policy initiatives among rural service providers, consumers, policy makers, and their communities.

The agendas of local citizens and decision-makers in small and rural localities are becoming more controversial, complex, and technical. Increasing societal awareness of a variety of major concerns--the environment and natural resources; roads, highways, and infrastructure; environmental impacts; waste management and water quality; fire protection and law enforcement; health care and recreation; education and social service; liability insurance and risk management; and changing local economies and changing local economic export and tax bases--places new burdens on rural leaders and administrators and requires a breadth of decision making on a scale not previously faced in rural localities. Educational programs based upon research, experience, and a

demonstrated need for local users will accordingly be continually upgraded and appropriately adapted for the clientele.

2. Rural Economy

Major socio-economic shifts such as globalization are affecting the ability of small towns and rural areas to maintain productive and sustainable economies. Rural economies are particularly taxed in adapting to these changes because of their small size, geographic isolation, low population density, lack of employment diversification, and traditional dependence on natural-resource based industries and routine manufacturing. Applied research and outreach can help public and private decision makers adjust to: a) structural realignments affecting the economic bases of rural economies, b) cyclical trends in the national and global economies, and c) more effective transportation and information linkages which increase rural-urban economic integration. The CRSD will focus on ameliorating problems and facilitating potential opportunities.

3. Environment and Resources

If the quantity and quality of natural resources are to be maintained, applied research in natural ecology and resource management must be developed to support a holistic perspective, one that is guided by multi-objective approaches. This perspective must accommodate the differing objectives of rural resource owners, residents, urban dwellers, and the general public who rely on rural land, air, and water resources for sustenance, recreation, and beauty. Rural society must shift toward constructive use of its resources, incorporating current production uses with regeneration and preservation practices for future generations. This change will require an adjustment from single-use practices to more multiple-use strategies. Applied research and outreach programs will factor into the resolution of environmental issues both positive and negative influences, including demographics and various economic, social, aesthetic, and political variables as programs are formulated and activated to assist decision makers who grapple with these public issues.

4. Public Policy

The ability of local officials to provide public policy direction in response to demands imposed by federal and state mandates, and to provide adequate public services, depends on the capacity of local resources. Unlike urban society with its vast human resource base of full-time politicians, effective leaders, technical experts, and administrators, the human resource base of rural localities is significantly reduced. Local officials often work full-time jobs in addition to serving as leaders in their communities. If rural localities are to sustain themselves and deal with the issues they face, their leaders must have support and acquire the technical knowledge of how to develop strategic plans, generate policies, effectively manage and administer their local resources, and capitalize on future opportunities to effectively meet the increased and mandated demands of rural society. Applied research and outreach efforts therefore will be linked to support and enhance rural community governance through continuous dialogue, so as to be as useful, workable, approachable, and timely as possible.

B. Other Similar Centers and Institutes in UMS and State

The CRSD will collaborate with established entities within the University of Maine System with related goals. At present, there is no center providing high level academic support for organizations addressing the needs for sustainable development in rural Maine. In the absence of such a center, the Northern Maine Development Commission is sporadically resorting to the services of Canadian and out-of-state consultants in order to perform functions that could be better served by a local alternative with a clearer understanding of the rural realities and with its own established presence in the Center's service area.

At present, only a limited number of centers for rural sustainable development exist in the United States, and there is none in the whole of New England. The closest agency is the Northeast Regional Center for Rural Development at the Pennsylvania State University, which is one of only five rural development centers in the nation (the remaining three are at the University of Nebraska, the Iowa State University, Mississippi State University, and the University of Missouri). Also, the Western Rural Development Center connects 13 western states and U.S. territories.

VII. Description of Center's Activities (Deliverables)

The center will focus on the following:

Class A Deliverables—Initiatives to be completed in the first year to establish a base upon which to initiate the UMS' contributions to rural sustainable development

- Hire a center director and support staff
- Develop the CRSD's Action Plan that will outline growth and development philosophies
- Set up a collaborative network with various stakeholders and agencies involved in rural sustainable development at the local, regional, state, and interstate levels
- Establish a Web site for the CRSD to serve as a source of information and contact and promote the CRSD's activities
- Conduct a staffing needs assessment
- Prepare a Libra grant to financially support consultation and workshops by established rural development center directors
- Establish the CRSD's Advisory Board
- Develop the CRSD's grant-writing capacities (Training workshops and/or professional development)

Class B Deliverables—Initiatives to be started after the first year or continuing activities requiring system and consortium support

- Engage and coordinate research and outreach
- Identify and solicit local, state, federal and international governmental agencies, and private concerns for Center donations and memberships
- Publish Rural Studies e-newsletter and e-journal
- Prepare local and region-level needs, opportunities, and feasibility assessments
- Develop and organize a selected database of sustainability resources for communities, agencies, and researchers
- Develop and deliver consulting resources in rural sustainable development

- Continue and expand the Center's grant-writing activities
- Identify and promote best practices in rural governance, economic development, agriculture, forestry, healthcare, public safety, and associated technology.
- Establish regular programs of workshops and international symposia in rural sustainable development
- Market the Center's sustainable development database as a key regional resource
- Offer targeted training and education to a broad range of to entrepreneurs and management level practitioners in rural sustainable development, public policy, and administration
- Organize and carry out regular rural sustainable development polls and other suitable data-gathering

VIII. Governance Structure

A./B. Reporting Structure/Staffing Pattern

Management of the CRSD will be the function of a Director hired by and reporting to all three Presidents (or designees) and coordinating efforts for all three consortium partners. The Director will have appropriate faculty status and be supported by an Administrative Assistant. The Director and Administrative Assistant will be based at the University of Maine at Fort Kent with regular presence at each of the other two universities. The Director will provide leadership in the organization and program activities of the CRSD. Both positions will be funded by the University of Maine System.

A significant part of the responsibilities of the Director will be coordinating research and outreach projects. Research projects will focus on issues directly applicable to the enhancement of good practices of rural sustainable development. Outreach activities will include organization of appropriate conferences, symposia, workshops, networking, and consulting as well as data-gathering, information distribution, educational programs, and publications.

C. Advisory Groups

The advisory board will include the Presidents (or designees) of the University of Maine at Fort Kent, the University of Maine at Machias, the University of Maine at Presque Isle, the Director, and members of the service area. The Advisory Board will be convened semi-annually by the Director or at the initiative of the Presidents of the Consortium campuses. The task of the Advisory Board will be to review the work of the CRSD, to identify and evaluate new initiatives, and to provide other appropriate assistance to the Director.

D. Extent of Cooperation With Other Entities

The CRSD will collaborate with established entities within the University of Maine System with related goals such as, but not limited to UM's Cooperative Extension, Senator George J. Mitchell Center for Environmental and Watershed Research, Center for Research on Sustainable Forests, Tourism Center, Margaret Chase Smith Center for Public Policy, and USM's Muskie School of Public Service Institute for Health Policy, as well as other related rural initiatives at the University of Maine at Farmington and University of Maine at Augusta.

The CRSD's partners will include relevant state and federal agencies, small town and rural and regional planners, public administrators, environmental planners, landscape architects, rural sociologists and geographers, agricultural economists, and rural and community development practitioners as well as other interested groups and citizens. The CRSD will also serve as a bridge to facilitate cooperation, exchange, and coordination between developmental agencies and experts in Maine as well as from across the US-Canada border—between Maine, Quebec, and the Canadian Maritime Provinces.

Potential Partnerships

Economic Development

Aroostook Partnership for Progress
Creative Economies—local artists, crafters; Sheila Jans—Creative Economy
Chambers of Commerce
Maine Development Foundation
Maine Rural Partners
Leadership Encouraging Aroostook Development
Northern Maine Development Commission
Rural Planning Policy Group, American Planning Association
Southern Maine Development Commission
Winter Sports and Outdoor Sports Economies

Education

School Departments
Migrant Education
Home School Organizations
HeadStart

Environmental

Environmental Protection Agency
Bureau of Parks and Lands
Department of Environmental Protection
National Council for Air and Stream Air & Stream Improvement
Natural Agriculture
New England Environmental Policy Center
Environmental Council
Inland Fisheries Department
Maine Forest Service
North East State Foresters Association
Northern Forest Center
National Park Service
Restore North Woods and other non-governmental organizations
Soil Conservation Society of America

Health and Welfare

Hospitals, health care clinics, mental health agencies

Heritage, Tourism, Museums and Historical Societies

Public Safety

Department of Homeland Security

IX. Center Resource Needs

A. Personnel

The CRSD will require a full-time Director (12 month appointment) who will be responsible for providing leadership and management of the center. The Director will provide strategic vision and guidance and grant writing capacity to the CRSD by working closely with key constituencies and seeking out and contributing significantly to projects focused on rural issues that fulfill the mission of the CRSD. A record of successful management of an academic unit or an organization with a mission similar to that of the CRSD and a record of obtaining and administering grants and contracts, including governmental grants in areas related to the mission and goals of the center will be vital. Necessary support staff will include a full-time administrative assistant to help with day-to-day clerical activities.

B. Library

The CRSD will utilize the services and resources of the three consortium libraries as well as those of the libraries within UMS. However, there will be a need to expand subscriptions of rural and environmental research journals above the current level as the CRSD grows.

C. Equipment

Current teaching, research, and laboratory equipment, software, and facilities will be utilized at the three partnering Universities. However, minimal office equipment will be needed to establish the administrative office for the Director and Administrative Assistant at UMFK. As the CRSD initiatives expand, specific equipment needs and facility upgrades are expected in the future, which will be funded by grants and contracts as monies become available.

D. Space

Space for the CRSD will be provided by UMFK and housed in Powell Hall. Over time, the CRSD will establish appropriate facilities and office space for new faculty and laboratories. Office space for Consortium faculty and staff linked to the CRSD will be provided by their home institution and department.

X. Proposed Center Funding

The attached budget for the CRSD provides a six-year forecast of expenses and revenues (Appendix A). Through an integrated effort and commitment by faculty, staff, and administration of the Consortium, the goal of the center will be to become self-sustaining over time, until that time the center will require support from the University of Maine System. In terms of the increased economic impact projected for the Aroostook and Washington counties by establishment of the CRSD, this will be money that is well spent in the area.

XI. Center Evaluation

During the first six months of the CRSD's establishment, the Director will work with an Executive Steering Committee and the Advisory Board to develop a strategic plan for the CRSD. The Director will meet with the Advisory Board biannually to give an update on the CRSD initiatives, and in turn the Advisory Group will give input on the CRSD's milestones. At the end of each academic year, the Director will prepare an annual report according to established CRSD outcomes and key performance indicators and submit it to the Consortium Chief Academic Officers and Executive Steering Committee who will evaluate accomplishments of the CRSD's initiatives. At the completion of the 5th year, the CAOs will seek favorable review of the center's performance for the preceding five-year period and achievements in relation to its established mission and goals by submitting a report to the Vice Chancellor for Academic Affairs.

References

1. University of Maine at Fort Kent, *Strategic Plan (2003-2008). Mission and Vision Statement*
2. University of Maine at Presque Isle, *Strategic Plan: Mission and Vision Statement*
3. University of Maine at Machias, *Strategic Plan, Mission Statement*
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6. United Nation for Sustainable Development (2006). *United Nations Decade of Education for Sustainable Development: 2005-2015*. Retrieved from <http://www.gdrc.org/sustdev/un-desd/> on July 15, 2006.
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Appendix 5.0

UMFK Peer Institutions

Current Peers

Mayville State University
University of Montana-Western
Valley City State University
Lyndon State University

Target Peers

Elizabeth City State University
University of Pittsburgh at Johnstown
Dakota State University
University of South Caroline at Aiken

Others

University of Minnesota - Crooston
University of Colorado - Pueblo

Appendix 5.1
 Strategic Plan Evaluation & Institutional Performance Scorecard KPIs FY2006

University of Maine at Fort Kent
 Strategic Plan Key Performance Indicators
 2006 Goals Met

NDP = No Data Provided
 IP = In Progress
 OG = On Going
 C = Complete
 ISC = Initial Stage Completion
 NP = Not Planned

Priority	Corresponding UMS Strategic Plan Initiative	Goal	KPI	Assessment Measure	Unit	FY 2006 Goal	FY 2006 Result
1	6,9	Support the achievement of UMFK's mission regarding teaching learning public service and scholarly activity	1.1	Institutional development of an updated five-year strategic plan	Academic Affairs	C	C
1	1	Ensure institutional effectiveness	1.2	Development of an institutional data warehouse	Institutional Research	C	OG
1	1		1.3	Implementation of an appropriate institutional effectiveness model	Academic Affairs	C	C
1	1,6	Foster broad participation in institutional priority setting and assessment efforts	1.4	Development of an integrated committee network meant to maximize communication flow and individual process participation	Academic Affairs and Administration and Finance	OG	C
2	1	Assessing student demand and needs UMFK will develop its present curriculum and expand where appropriate to ensure institutional viability	2.1a	Conduct an annual academic needs assessment including an annual curricular review	Academic Affairs	C	C
2	1		2.2	Number of students (headcount) enrolled (fall + spring totals)	Registrar	2200	2337

University of Maine at Fort Kent

2	1,4,6	Continue to develop the laboratory and instructional technology infrastructure necessary to support a mission which emphasizes student access to a 21st century learning environment	2.3	Number of classroom seats dedicated to instruction in a laboratory environment (science/computer/music/art/nursing)	Facilities Planning	231	231
2	1,4,6		2.4	Number of classroom seats dedicated to instruction in a mediated environment (permanent mounted classroom and labs)	Information Technology	413	470
2	1,5	Academic units will continue to seek specialized accreditations and certifications where it is appropriate and indicative of program evolution	2.8	Number of program/discipline level accreditations and certifications held by academic units	Academic Affairs	3	3
2	1	Evaluate general education requirements to ensure that the student is provided the opportunity to successfully compete and manage the complexities of a 21st Century workplace and society	2.9	The institution will conduct an annual strategic analysis of the general education component.	Academic Affairs	C	C
2	1		2.1b	Student satisfaction with the General Education experience (4 point NSSE scale: freshman/senior aggregate)	Academic Affairs/ NSSE	3.15	NA
2	3	The academic community will continue to develop alternative means of instruction to provide options for traditional	2.11	Number of sections of distance education courses (ITV and online) delivered (fall + spring totals)	Distance Education	50	78

University of Maine at Fort Kent

3	1,2	students and better serve non-traditional and underserved populations	3.2	Percentage of authorized searches resulting in a successful hire	Human Resources	80%	83% faculty, 100% staff
3	2,5	Adequately support individual professional development activities scholarly pursuits and special projects or initiatives that strengthen and enhance personal professional development	3.3	Amount (in dollars) of institutional resources dedicated to faculty professional development	Academic Affairs	\$19,000	\$24,000
3	2	Increase opportunities for collegial sharing and exchange of information and ideas gleaned from development activities	3.4	Number of campus-wide forums regarding faculty member professional development activities (research sharing)	Academic Affairs and Outreach	1	2
3	2	Reinitiate a regular and on-going program of campus-based professional development activities	3.5	Implementation of academic and professional development days	Academic Affairs	3	3
3	2		3.6	Development of a budget line for campus-based academic and professional development activities	Academic Affairs and Administration and Finance	C	C
3	2	Strengthen and enhance orientation and staff mentoring of junior faculty and staff	3.7	Implementation of a mentoring program	Academic Affairs	IP	IP
3	2		3.8	Development of a more effective system of employee feedback	Human Resources	OG	OG

University of Maine at Fort Kent

4	1,3,8	Continue current and focus future outreach efforts on integrating programming with the community and community needs	4.1	Number of institutionally sponsored outreach programs with a community or rurality-significant focus	Outreach	9	19
4	1,3,8		4.2	Number of persons served by institutionally sponsored outreach programs with a community or rurality-significant focus	Outreach	165	217
4	6,8,9	Strengthen the institutional sense of mission and values to more heartily embrace its rural tradition by re-examining and making the mission and vision statements more contemporarily relevant	4.3	Indicate official review/revision date of institutional mission and value statements	Academic Affairs	8-Apr-06	C
4	5,9	Encourage faculty and administration to utilize the university's rural existence as a positive catalyst in efforts to procure external funding	4.4	Number of external research grant applications submitted by university faculty and administration	Academic Affairs	6	8
4	3,9	Embrace the role the institution plays in promoting and manifesting the local culture through speakers forums and the like	4.6	Number of outreach efforts geared towards the community which focuses significantly on the rural culture of the St. John Valley	Outreach	9	9
5	1,8,9	Capitalize on the strengths and opportunities of UMFK unique cultural setting	5.1	Number of courses developed or adapted which focus on languages and/or the culture and history of the region	Academic Affairs	2	3
5	1,8,9		5.2	Number of program and institutional level	VPAA	3	3

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5	1,8,9	Foster partnerships which strengthen regional cultural stewardship	5.3	collaborations maintained with other higher education institutions directly related to language/history/culture	President	2	3
5	1,4,5,8,9	Enhance the preservation of and access to regional cultural resources	5.4	Annual growth in the number of archival acquisitions maintained by the Acadian Archives	Blake Library	140	194
6	1	Continue to strengthen extra and co-curricular programming and athletic programming encouraging a sense of community civility wellness and citizenship within the student body	6.1	Percentage of students participating in NAIA athletic or intramural activities	Athletics	20%	Athletics 97/954 (11%) and 190-220 [205/954] (21%) for a total of 32%.
6	1,3,7	Assess the needs of the non-traditional student population	6.4	Develop a process to study the student services needs of non-traditional students	Student Services	OG	OG
6	1,7	Provide adequate career and post-graduate planning and placement services to the student population	6.5	Number of students utilizing academic and counseling services	Academic Counseling and Career Services	550	572
6	6	Improve the campus infrastructure to provide for student safety and security	6.6	Install a campus-wide key card/ID/debit card system	Student Services	IP	IP
7	1,3	Increase accessibility to specialized course offerings to accommodate and promote a diversity	7.1	Number of courses developed and amended to include a significant focus on cultural racial or gender diversity	Academic Affairs	2	2

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7	1,2	of thought and interest Develop strategies to celebrate diversity events	7.2	Number of programs offered or sponsored by student services dedicated to celebrating diversity or engendering sensitivity	Student Services	15	15
7	2,7	Attract and retain faculty and staff from diverse backgrounds	7.5	Percentage of faculty position applicants who self identify as a member of a minority group	Human Resources	na	20%
7	2,7		7.6	Percentage of core faculty who self identify as a member of a minority group	Human Resources	10%	11%
8	3,4,5	Identify new areas in which the university can develop innovative partnerships to enhance community resources including cultural outdoor recreation economic development and other areas	8.1	Number of persons served by the Acadian Archives (reference transactions completed)	Blake Library	1700	1755
8	3	Increase regional and community involvement in institutional outreach activities	8.4	Percentage of outreach activities utilizing community constituents as a primary resource	Outreach	60%	78%
9	6,8	Update and implement the capital plan to complement and support the strategic planning process	9.1	Completion of an annual review and revision of the institutional capital plan	Administration and Finance	C	C
9	2,6	Continue to renovate and remodel existing buildings and grounds to ensure safe and functional facilities to meet regulatory mandates	9.5	Percentage of facilities planning staff taking advantage of safety or regulatory training opportunities	Facilities Planning	80%	80%

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9	6		9.6	Number of regulatory violations/infractions the institution is cited for	Facilities Planning	0	0
9	1,6	Continue to provide and maintain laboratories with equipment and technologies that maximize the teaching and learning experiences	9.8	Funds dedicated to the purchase of new and/or updated equipment for laboratory usage (static computer labs plus mobile labs)	Administration and Finance	Null	\$50,000
10	6,9	Develop the structure for an efficient development office staffing plan	10.3	The institution will develop the structure for an efficient development office staffing plan	Development	IP	N

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NDP = No Data Provided
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 C = Complete
 ISC = Initial Stage Completion
 NP = Not Planned

University of Maine at Fort Kent
 Strategic Plan Key Performance Indicators
 2006 Goals Not Met

Priority	Corresponding UMS Strategic Plan Initiative	Goal	KPI	Assessment Measure	Unit	FY 2006 Goal	FY 2006 Result	FY 2006 Actions Required
2	1,2,7	Academic divisions will strategically grow in its instructional ranks in order to continue UMFK's commitment to a low student-faculty ratio	2.5	Student-faculty ratio	Academic Affairs	15:01	17:1	VPAA to work w/Chairs to identify faculty position priority needs and recommend hiring as funding becomes available. Student/faculty ratio calculation is based on total instructional staff; without adjuncts, faculty to student ratio is 1:23. VPAA to work with Chairs to decrease number of low enrolled courses through attention to course sequencing, major program, minor, & concentration review; work with admissions to increase student enrollment in under enrolled courses; work with Student Success coordinator to increase retention rate; consider and recommend appropriate student/faculty ratio and overall FTE/PT student body size for campus this size in academic plan with strategies to get to ideal student/faculty ratio.
2	1,5,8,9	Implement and foster the growth of sustainable "centers" tied to	2.6	The institution will develop "centers" tied to supporting community/regional	President	C	IP	Draft proposal for CRSD in progress - anticipated completion by August 30.

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2	1, 5, 8, 9	academic units towards the purpose of supporting research and service appropriate to the needs of northern Maine	research and service needs	President	NA	NA	Center development in progress.
3	1, 2	Strengthen partnerships between human resources and hiring departments in order to improve efforts to recruit and hire well qualified faculty and staff	3.1 Percentage of new faculty hires possessing a terminal degree in their field	Academic Affairs	70%	66%	Increase number of faculty hires with a terminal degree, as much as possible, based on search results; faculty hires without a terminal degree placed on non-tenure track with option for tenure track upon matriculation into doctoral studies.
4	5, 9		4.5 Amount of funding (in dollars) received from external research grant applications submitted by university faculty and administration	Academic Affairs	\$350,00	\$279,000	VPAA to work with Director of Development and faculty to initiate CRSD, which will increase number of external grant opportunities. Encourage faculty to work with Director of Development to seek grant applications related to research interests. Remind Chairs and faculty to follow grant approval process.
6	1		6.2 Percentage of students participating in student government and other	Student Services	35%	29%	Increased # of clubs and organizations with a new focus on student activities to assist

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				sponsored student organizations					clubs and organizations to function
6	1,7	Upgrade modernize and diversify student services to meet the needs of an increasing on-campus student population	6.3	Percentage of student housing beds filled	Student Services	80%	55%	Resident reward program implemented; new \$1000 grant program implemented to attract students to live in dorms; students develop own rules/regulations; changed student RA position to include more programs.	
6	6		6.7	Install computer information kiosks around campus	Information Technology	3	2	No need for this at this time - not a big demand due to wireless capability.	
7	7	Develop strategies to increase the diversity of the freshman student pool	7.3	Percentage of applicants who self identify as members of a minority group	Admissions	4.25%	None reported	Work with John to ensure Director reports KPIs annually.	
7	7		7.4	Percentage of the freshman class who self identify as members of a minority group	Admissions	15%	No data reported	Work with John to ensure Director reports annually.	
8	3		8.5	Cancellation rate of community outreach activities	Outreach	20%	28%	Survey community needs - work with Chairs and faculty to identify and develop outreach activities; Outreach Coordinator to attend national conference on summer programs and outreach to learn about successful strategies for developing activities.	
9	6	Increase awareness of a shared responsibility among students	9.2	Number of complaints logged regarding campus safety issues	Facilities Planning	0	2	In order to decrease number of complaints logged, need to follow-up with Director of Maintenance to determine	

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9	6	staff and faculty for maintaining a clean and safe campus environment	9.3	Total crimes reported per Cleary Act	20	30	safety related incidents (i.e., ice, ADA, need for security guard?) and take action on specific complaint areas.
9	6	Maintain existing facilities building and grounds to ensure functional working conditions and an attractive campus appearance	9.4	Percentage of students satisfied with the aesthetic appearance of the campus	Off year	No data	28-Alcohol related incidents, 2-theft. Increase education. Conduct a survey every 3 years, last done in 2004 for NEASC; survey to be conducted again in 2007.
9	1,6	Increase general purpose classroom space to meet academic program needs	9.7	Percentage of classroom space utilized during functional institution instructional hours (63 hours)	85%	61%	Resource 25/Schedule 25 software to be utilized for fall 2007 to help us better understand classroom utilization and space needs. Space needs may have diminished due to increased number of online courses.
10	6,9	Continue and strengthen annual fund efforts	10.1	Value (in dollars) of funds raised dedicated to annual fund efforts	Development	\$82,000	Phonathon initiated, foundation dinners x 2 held
10	6,9	Initiate planned giving mailings and charitable gift annuity programs	10.2	Value (in dollars) of major and planned gifts made to the institution (including major scholarship bequests)	Development	\$50,000	Increased prospective donors; hired development director; to develop Madawaska alumni conference room

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University of Maine at Fort Kent
 Institutional Performance Scorecard
 2006 Goals Met

Criteria	Time Unit	KPI	Definition	Unit	FY 2006 Goal	FY 2006 Result
Mission and Purpose		1.1	The Institution has a current and relevant mission statement	President	C	C
Mission and Purpose		1.2	The Institution vision statement is compatible with mission	President	C	C
Mission and Purpose		1.3	Assessments measuring mission and vision statement are relevant	C.I.E.	C	C
Mission and Purpose		1.5	The Institution clearly defines its commitment to and role in the community	Public Relations	C	C
Public Disclosure		10.1	The Institution publishes publicly its updated mission and vision statements	Public Relations	C	C
Public Disclosure		10.2	The Institution displays relevant KPI's (Key Performance Indicators) on the University website	VPAA	C	C
Public Disclosure		10.4	The University publishes an institutional and student body profile	VPAA	C	C
Public Disclosure		10.5	The Institution accurately reflects its accreditation status in public documents	VPAA	C	C
Integrity		11.1	The Institution meets regularly with	President	C	C

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			an external Board of Visitors	C.I.E.	C	C
Integrity	11.2		The Institution makes use of a systematized outcome-based assessment model	C.I.E.	C	C
Integrity	11.3	FY	Number of union grievances presently being considered	Human Resources	0	# filed 0
Integrity	11.3a	FY	Number of grievances filed		0	0
Integrity	11.3b	FY	Percentage of grievances settled without arbitration	Human Resources	0	0
Integrity	11.4		Percentage of incoming faculty and staff who receive sexual harassment and sensitivity training	Human Resources	100%	100%
Integrity	11.5		The Institution remains in good standing with NEASC (New England Association of Schools and Colleges)	President	C	C
Planning and Evaluation	2.1		Existence of a council on institutional effectiveness and assessment	VPAA	C	C
Planning and Evaluation	2.3		Development of an institutional effectiveness model	VPAA	C	C
Planning and Evaluation	2.4		Percentage of academic programs utilizing a formal assessment plan	C.I.E.	33%	33%
Planning and Evaluation	2.5		Development of an institution wide data ware house	Institution Research	OG	OG
Organization and Governance	3.1		The University maintains the relevant regional accreditation	President	C	C

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Organization and Governance		3.2	UMFK is part of a clearly articulated "Chain of Command" within the UMS hierarchy	University of Maine System	C	C
Organization and Governance		3.3	Faculty governance exists through a senate or council	Faculty Assembly	C	C
Organization and Governance		3.4	The student body maintains an active and vibrant student senate or other governing body	Student Govt	C	C
Programs and Instruction: Undergraduate Programs	AY	4.10	Percentage of incoming class in which students are not a teacher certification classification	Admissions	65%	66%
Programs and Instruction: Scholarship and Research	FY	4.11	Number of grant applications (external funding)	VPAA	6	7
Programs and Instruction: Scholarship and Research	FY	4.12	Amount of funding requested through external grants	VPAA	\$350,000	\$395,000
Programs and Instruction: Scholarship and Research	FY	4.15	Amount of funding in the Faculty Development Fund	VPAA	\$19,000	\$19,000
Programs and Instruction: Instruction		4.17	Student satisfaction with the entire educational experience (4 point NSSE scale: freshman/senior aggregate)	VPAA	3.21	NA

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Programs and Instruction: Instruction	AY	4.18	Number of students participating in an internship or practicum experience	Registrar	250	257
Programs and Instruction	FY02	4.2	Number of courses originating from UMFK via a distance education mode	Distance Education	50	76
Programs and Instruction: Instruction		4.20	Student satisfaction with academic advising process (4 point NSSE scale: freshman/senior aggregate)	VPAA	3.11	NA
Programs and Instruction: Admissions and Retention	FALL	4.22	Number of first time full time students in entering class	Admissions	190	199
Programs and Instruction: Admissions and Retention	FALL	4.25	Number of countries represented in the student body	Registrar	15	21
Programs and Instruction	F 02	4.3	Number of total students served via a distance education mode by courses originating from UMFK	Distance Education	1,320	1,829
Programs and Instruction	03 MAYGRAD	4.4	Number of Baccalaureate degrees confirmed	VPAA	240	257
Programs and Instruction	FY	4.5	Total student credit hour production	VPAA	28,000	30,313
Programs and Instruction: Undergraduate Programs		4.7	General Education courses are systematically evaluated for institution mission relevance	C.I.E.	C	IP
Programs and Instruction		4.8	Student satisfaction with the General	C.I.E.	3.15	NA

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Instruction: Undergraduate Programs			Education component (4 point NSSE scale: freshman/senior aggregate)			
Programs and Instruction: Undergraduate Programs		4.9	Percentage of degree granting majors utilizing a capstone course	VPAA	44%	44%
Faculty	FALL	5.2	Full time equivalent teaching faculty	VPAA	65%	69%
Faculty		5.4	Number of hours of faculty orientation training	Human Resources	6 Hours	6.5
Faculty	FY	5.4a	Percentage of new faculty & professionals rating orientation as helpful or very helpful		100%	100%
Student Services		6.1	Number of students utilizing academic and counseling services	ACS	550	606
Student Services		6.2	Number of computers available in student dedicated labs	Info Technology	136	171
Student Services	FY	6.4	Total patient visits to students health services	Student Services	225	241
Library and Information Resources	AY	7.1	Number of students utilizing library service(Checkout of materials)	Library	9,800	10629
Library and Information Resources	FY	7.2	Number of holdings added in the Acadian Archives	Library	140	282
Library and Information Resources		7.3	Number of mediated classrooms	Info Technology	27	27

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Library and Information Resources		7.4	Student to student-accessible computer ratio on campus	Info Technology	1:6.4	N/A
Library and Information Resources		7.5	Percentage of necessary faculty and staff receiving Peoplesoft training	Human Resources	100%	100%
Library and Information Resources	FY	7.5a	Percentage of impacted faculty and staff rating Project Enterprise/People Soft training as adequate	Human Resources	100%	81% Financials (N=22/27)
Physical Resources	FY	8.1	Number of ADA grievances filed	Facilities Planning	0	0
Physical Resources	FY	8.2	Number of OSHA Violations Cited	Facilities Planning	0	0
Physical Resources		8.5	Percentage of classroom seats in permanently mounted mediated classrooms	Info Technology	83.7%	85%
Financial Resources	FY	9.2	Value of the University endowment	Develop	\$1.80M	\$1.9M
Financial Resources	FY	9.3	Base budget from the University of Maine System	VPAF	9.0M	\$9.7M
Financial Resources	FY	9.4	Funds generated from non-base budget operations	VPAF	\$1.8M	\$1.9M
Financial Resources	FY	9.5	The Institution remains in good standing with System auditors (annual review)	VPAF	C	C

University of Maine at Fort Kent

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University of Maine at Fort
 Kent
 Institutional Performance
 Scorecard
 2006 Goals Not Met

Criteria	Time Unit	KPI	Definition	Unit	FY 2006 Goal	FY 2006 Result	FY 2006 Actions Required
Mission and Purpose	AY	1.4	Percentage of true freshman with permanent residence in Aroostook county	Admissions	50%	38%	Result much lower than goal, admissions will be contact to review goal & results and report back.
Public Disclosure		10.3	Number of academic support departments utilizing a KPI (Key Performance Indicator) based performance scorecard	VPAA	100%	90%	Should have 100% of departments reporting KPIs. Tamara will follow-up with John Murphy to be sure that direct reports send in KPIs.
Planning and Evaluation	FY	2.2	Number of dollars committed to	President	\$12,000	\$10,000	VPAA will seek approval from CFO and

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<p>Organization and Governance</p>	<p>3.5</p>	<p>strategic planning action plans</p>	<p>Number of external program accreditations and certifications</p>	<p>VPAA 4</p>	<p>2</p>	<p>President to increase to \$12,000. Education department to submit 2 year report for continued accreditation status. Business and related programs has submitted a self study and a site visit will occur on May 9th. Forestry will also once again seek recognition by the Society of American Foresters next year and seek accreditation once that option is available. VPAA will work with faculty and admissions to increase the number of</p>
<p>Programs and Instruction</p>	<p>FY02 4.1</p>	<p>Percentage of sections with an enrollment under eight</p>	<p>VPAA</p>	<p>15%</p>	<p>18%F/ 15%S</p>	<p></p>

Programs and Instruction: Scholarship and Research	FY	4.13	Number of successful external grant applications	VPAA	6	5																		
Programs and Instruction: Scholarship and	FY	4.14	Amount of funding procured through successful	VPAA	\$350,000	\$279,000																		

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Research		external grant applications			increase number of external grant applications. Encourage faculty to work with Director or Development to seek potential grant applications related to research interests.		
Programs and Instruction: Instruction	AY	4.16	Percentage of sections taught utilizing core faculty	Registrar	70%	67%	Continue to work with Chairs to prioritize faculty position needs. Have core faculty offer some of the courses that are overloaded in the summer, so as to decrease use of adjuncts.
Programs and Instruction: Instruction	AY	4.19	Number of students utilizing writing center or peer tutorial services	ACS	300	271	Director has recommended to break down this overall goal into the following: 1) number of students utilizing writing services; FY06 results 95;

<p>Programs and Instruction Admissions and Retention</p>	<p>Start with Fall 1996</p>	<p>4.23</p>	<p>1st year retention rate of true freshman</p>	<p>Registrar</p>	<p>73%</p>	<p>72%</p>	<p>have input into goal being established and actions for increasing first time freshmen. Continue to implement and evaluate student success strategies as outlined in the MELMAC grant to increase persistence rate to sophomore year and overall retention of rate (3% increase per year for the next 5 years) to 74%.</p>
<p>Programs and Instruction: Admissions and Retention</p>	<p>Start with Fall 1996</p>	<p>4.24</p>	<p>6 year graduation rate of true freshman</p>	<p>Registrar</p>	<p>52%</p>	<p>41%</p>	<p>Continue to implement student success strategies (i.e., orientation, advising, program plans, catalog information, retention, career development, students outcomes) along</p>

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Programs and Instruction: Admissions and Retention	AY	4.26	Percentage of student who apply on line	Admissions	70%	24%	with Melmac strategies to increase 6-year graduation rate by 3% each year for the next 5 years. Admissions to re-evaluate results. Appears to be a problem with People Soft reporting.
Programs and Instruction: Undergraduate Programs	AY	4.6	Average class size for on-campus sections	VPAA	15	18	Double check to be sure that this was not inaccurately reported as the student/faculty ratio. Need average class enrollment - VPAA will double check with Registrar. Average class size for Fall 2005 was 17. Average class size 16.5 for Spring.
Faculty	SPRING	5.1	Percentage of core faculty	VPAA	70%	57%	Has dropped due to vacancies as

						well as due to faculty who teach in more than one major. Action - hire more faculty who are terminally prepared and encourage faculty who are not to obtain a terminal degree.
Faculty	5.3	Percentage of sabbatical applications approved	VPAA	50%	33% (1 of 3 applications)	Need to rewrite this goal identifying # eligible q/6 years and # applied who were successful.
Faculty	5.5	Student to faculty ratio	Registrar	15:1	18:1	VPAA to work w/Chairs to identify faculty position priority needs and recommend hiring as funding becomes available. Student; faculty ratio calculation is based on total instructional staff;

without adjuncts, faculty to student ratio is 1:23. VPAA to work with Chairs to decrease number of low enrolled courses through attention to course sequencing, major program, minor, & concentration review; work with admissions to increase student enrollment in under enrolled courses; work with Student Success coordinator to increase retention rate; consider and recommend appropriate student/faculty ratio and overall FTE/PT student body size for campus this size in academic plan with strategies to get to ideal

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Student Services	6.3	Percentage of students employed six months after graduation	ACS	IP	Data not collected	student:faculty ratio.
Student Services	6.5	Residence hall load capacity	Student Services	193	165	Will be addressed through implementation of Alumni survey 1 year out. Work with Director of Student Services to re-write goal focusing on percentage of students living in residence.
Physical Resources	8.3	Classroom Utilization Load Factor (average hours per week) all class rooms - % total amount available	Registrar	85%	60.5%	This may be a result of increased online course sections - VPAA to evaluate. Work with Registrar, Chairs, & members of the Academic Affairs Council to look at schedule of classes and identify a more optimum schedule for better utilization of

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Physical Resources	FY	8.4	Total value of capital projects underway	VPAF	\$300,000	0	space. Implement Resource 25.
Financial Resources	FY	9.1	Amount of funding contributed to the Annual Giving campaign	Develop	\$100,000	\$82,471	Current bond in the legislature for building renovations and new classroom building. Current phonathon and alumni banquet in progress to increase alumni giving.

Appendix 5.2

MELMAC Retention & Graduation Strategies Matrix

Appendix 5.3

Retention and Graduation Rates

UNIVERSITY OF MAINE AT FORT KENT
Retention Rates

Overall (2 & 4 year First-time)	#First-time Students	#Did not Return in Fall	Retention	Attrition
Fall 2005	132	54	59%	41%
Fall 2004	169	77	54%	46%
Fall 2003	132	44	67%	33%
Fall 2002	138	56	60%	40%
Fall 2001	100	35	65%	35%
Fall 2000	86	36	58%	42%
6-Year Average			60%	40%

Average National Persistence Rate 74%

UNIVERSITY OF MAINE AT FORT KENT
Graduation Rates

Four Year Degrees	First-time	4-Year	5-Year	6-Year	Total 150%
Semester					
Fall 2000	61	20%	9%	1%	30%
Fall 1999	70	21%	10%	3%	39%
Fall 1998	69	25%	13%	0%	45%
Fall 1997	49	22%	33%	2%	57%
Fall 1996	57	28%	14%	5%	49%
Fall 1995	47	26%	28%	2%	55%
6-Year Average	59	24%	18%	2%	46%

National Average 6-Year Graduation Rate Baccalaureate 54%

Appendix 5.4

UMFK General Education Core Curriculum

General Education Philosophy, Goal, Outcomes &
General Education Core Curriculum Requirements

General Education Philosophy:

The faculty affirms that humankind is best served by a society that is equitable and just. Society moves towards this ideal when its members are ethical in their actions and open-minded in their consideration of alternative social values, individual beliefs, and the pursuit of knowledge through humanistic and scientific study. To instill this ideal, the faculty affirms that students will develop an appreciation of cultural diversity and an awareness of the effects of world civilizations. The intent of this philosophy is to help students recognize the influence of biases in their awareness of and responsibility to self, to society, and to the natural environment. To achieve this goal, students will learn methods and applications of communication, logic, and analysis; they will demonstrate competence in mathematics, written and spoken languages, and appropriate technologies. Further, they will develop an understanding of the humanities and sciences.

General Education Goal:

The goal of general education in a baccalaureate program is to help students develop an awareness and understanding of the achievements of civilizations, an ability to integrate ethical decision-making into professional, social, and environmental contexts, and a reasoned appreciation of points of view originating in value-belief systems other than their own. Toward this end, students will demonstrate the following general education outcomes.

General Education Outcomes

The following general education outcomes were recommended by the faculty and approved in October 2006. These outcomes are congruent with New England Association of Schools and Colleges (2006) standard 4.15 to 4.18 requirements and with the Association of American Colleges and Universities (2005) *Liberal Education and America's Promise: Excellence for Everyone as the Nation Goes to College* (LEAP) The general education curriculum embodies the institution's definition of an educated person and prepares students for life and for the world in which they live.

- I. **KNOWLEDGE**: In this category it is expected that the student will develop knowledge of the natural and physical world including natural and social sciences, humanities, and art.

A. Arts and Humanities (3 credits): The student will develop an understanding and appreciation of humankind's search for meaning and expression through the Arts and Humanities.

- ART 100 History of Art-Prehistoric to Renaissance - 3 credits
- ART 101 History of Art-Renaissance to 20th Century - 3 credits
- ART 200 Fundamentals of Art - 3 credits
- ENG 105 Introduction to Literature - 3 credits
- ENG 202 English Literature I - 3 credits
- ENG 203 English Literature II - 3 credits
- ENG 250 American Literature to 1865 - 3 credits

ENG 251 American Literature 1865-present - 3 credits
PHI 100 Introduction to Philosophy - 3 credits
MUS 100 Music History - 3 credits
MUS 120 History of Rock and Roll - 3 credits
MUS 200 Fundamentals of Music 3 - credits
MUS 204 American Music - 3 credits
THE 101 History of the Theater - 3 credits
THE 201 Fundamentals of Theater - 3 credits

B. Natural Science (4 credits with lab): The student will develop an understanding of the fundamental principles of the physical and biological sciences and apply scientific methods of inquiry.

BIO 100 General Biology - 4 credits
BIO 220 Human Biology - 4 credits*
CHY 100 Chemistry I - 4 credits
PHY 100 Physics I - 4 credits
PHS 100 Physical Science I - 4 credits

* Nursing and biology biomedical concentration students must take I & II to satisfy GE requirements

C. Human Science (Behavioral/Social) (3 credits): The student will develop an understanding of social and behavioral phenomena.

ANT 100 Introduction to Anthropology - 3 credits
ENG 401 Educational Psychology - 3 credits
ECO 100 Introduction to Macroeconomics - 3 credits
GEO 203 World Geography - 3 credits
GEO 210 Climate and Culture - 3 credits
SOC 100 Introduction to Sociology - 3 credits
POS 100 Introduction to Political Science - 3 credits
PSY 100 Introduction to Psychology - 3 credits
Honors Seminar in Behavioral/Social Sciences - 3 credits

D. Western Civilization (3 credits): The student will develop an understanding of the history of European and Euro-influenced constellation of societies.

HTY 100 Foundations of Western Civilization I - 3 credits
HTY 101 Foundation of Western Civilization II - 3 credits
HTY 102 United States History I - 3 credits
HTY 103 United States History II - 3 credits
HTY 105 Introduction to Contemporary World I - 3 credits
HTY 106 Introduction to the Cotemporary World II - 3 credit
HUM 310 Greek Mythology
POS 303 Modern Political Thought - 3 credits
Honors Seminar in Western Civilization - 3 credits

II. INTELLECTUAL & ACADEMIC SKILLS: In this category it is expected that the student will develop intellectual and practical entry level and program skills.

A. Communication: (9 credits): The student will demonstrate proficiency in the exchange of ideas, thoughts, and information through written and oral methods, nonverbal modes and technologies, and to a variety of audiences.

Written (6 credits)

ENG 100 English Composition I - 3 credits &
ENG 101 English Composition II - 3 credits

Oral (3 credits)

BUS 219 Business and Professional Speaking - 3 credits
EDU 214 Classroom Communications - 3 credits
ENG 200 Speech - 3 credits
ELC 206 Communications in the Electronic Age - 3 credits
Honors Speech - 3 credits

B. Quantitative Reasoning (6 credits): The student will develop quantitative skills and proficiency applying basic mathematical principles and structures in a range of applications.

MAT 128 College Algebra - 3 credits
MAT 180 Finite Math I - 3 credits *preferred
MAT 280 Finite Math II - 3 credits
MAT 290 Geometry - 3 credits
MAT 351 Statistics - 3 credits
SOC 352 Statistics for the Social Sciences - 3 credits *Behavioral Science students

C. Information Literacy (4 credits): The student will develop a set of abilities that enable effective, efficient access and critical analysis of information using appropriate technologies.

COS 103 Introduction to Information Technology - 4 credits
GEO 280 GIS Applications I - 4 credits

D. Critical Thinking: The student will explore ideas from different perspectives, interpret and evaluate evidence, form one's own views, and engage in the application of innovative and logical reasoning.

Satisfied by core and program requirements.

E. Language Skills (3 credits): The student will develop a minimum level of proficiency in a non-English language.

FRE 101 Elementary French II - 3 credits
FRE 163 Applied French for Nurses - 3 credits
FRE 165 Applied French for Regional Speakers - 3 credits
FRE 150 Intermediate French II - 3 credits
Other language courses as they become available (e.g., Spanish)

III. ATTITUDES AND VALUES: In this category it is expected that the student will develop individual and social responsibility.

A. Socio-cultural Diversity & Global Awareness (3 credits): The student will develop historical perspective, global knowledge, and a sense of the intercultural diversity and the complexity of human cultural experiences.

ANT 100 Introduction to Anthropology - 3 credits
ANT 202 Cultures of Central and South America of the Caribbean - 3 credits
ANT 206 Cultures of Asia and the Pacific - 3 credits
ANT 208 Cultures of North America - 3 credits
ANT 209 Cultures of the Middle East - credits
ANT 220 Cultures of Africa and Europe - 3 credits
ANT 309 Native North American Studies - 3 credits
ENG 255 World Literature I - 3 credits
ENG 256 World Literature II - 3 credits
EDU 229 Multicultural Education - 3 credits
NUR 380 Transcultural Care in Nursing - 3 credits
POS 201 Introduction to International Relations - 3 credits
SOC 100 Introduction to Sociology - 3 credits

SOC 101 Social Problems - 3 credits
SOC 215 Diversity Studies - 3 credits
Honors Seminar in Global Awareness - 3 credits

B. Citizenship/Service and Social Responsibility (3 credits): The student will develop self knowledge, civil and ethical reasoning, and be engaged in the rural community as a socially responsible citizen of a democracy.

GOV 200 American Government - 3 credits
NUR 413 Nursing Ethics and the Law - 3 credits
NUR 456 Integrated Rural Nursing Practice - 3 credits
PHI 221 Ethics and Community - 3 credits - 3 credits
POS 100 Introduction to Political Science - 3 credits
PSA 221 Ethics and Community - 3 credits
(Community service internship component of program) - 3 credits
Honors Seminar in Citizenship - 3 credits

C. Lifelong Learning: The student will develop a propensity for lifelong learning and success as professionals and engaged citizens of a democracy.

Satisfied by program core requirements.

Total General Education Core Credits: 41 credits

IV. MISSION SPECIFIC OUTCOMES: (6 mission specific program or elective credits from two of the three areas). In this category the student will gain an appreciation of the uniqueness of this region.

A. Franco-American Heritage (3 credits): The student will develop an appreciation for the local Franco-American Heritage.

FRE 240 French Topics - 3 credits
HTY 204 History of the St. John Valley - 3 credits
HTY 467 Acadian History - 3 credits

B. Environmental Stewardship (3 credits): The student will protect human health and the environment by adopting behaviors that are compliant with environmental requirements, preventing pollution, and promoting environmental awareness.

ANT 331 Human Ecology - 3 credits
ENV 100 Introduction to Environmental Studies/FYE - 3 credits
ENV 200 Principles of Environmental Science - 3 credits
ENV 221 Environmental Activism - 3 credits
ENV 326 Conservation Biology - 3 credits
SOC 364 Population and Environment - 3 credits
Honors Seminar in Environmental Issues

C. Rural Issues (3 credits): The student will gain an appreciation for rural life and issues in a rural environment.

Can be satisfied through program electives

NUR 301 Promoting Health in Rural Communities 3 - credits
SOC 321 Rural Societies - 3 credits

Appendix 5.5

FYE 100 - Knowledge, Skills and Attitudes for Success

Learning Outcomes and Related Competencies
Revised 2007

FYE 100 Outcome #1: Intellectual Explorations

UMFK students will develop a sense of confidence in their learning by attaining a stronger understanding of their abilities and responsibilities as active, productive, and engaged participants in their education.

- Students will discover how to best utilize their learning style to enhance learning.
- Students will understand and personalize the advantages of a holistic, liberal education.
- Students will develop a sense of personal responsibility and intellectual curiosity in regards to their academic pursuits.
- Students will develop and practice appropriate time management, study and critical thinking skills.
- Students will utilize current and emerging technologies to support their learning.

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	Student Learning Outcome (What Should be Learned)	What a Student Should Be Able to Know, Do or Value By the End of FYE 100
Knowledge	<ul style="list-style-type: none"> • Learning styles • Liberal Arts connection to future • Types of technology 	<p>Learning Styles Students should know the definition of each learning style and should be able to identify their preferred learning style.</p> <p>Liberal Arts Students should understand the interconnectedness of the liberal arts and should be able to connect what they learn in the liberal arts to knowledge and skills needed to succeed in their career.</p> <p>Types of Technology Students should be able to utilize appropriate technology to support their learning including PC usage, research technology, presentation technology, and career specific technologies.</p>
Skills	<ul style="list-style-type: none"> • Time management • Study skills • Critical thinking • Use of technology to support learning 	<p>Time Management Students must be able to create and maintain a time management system that works for them.</p> <p>Students must understand that college is a full-time job and must find a balance between school, work, life, etc. through prioritization of responsibilities.</p> <p>Students must know the definition of prioritization and procrastination.</p> <p>Study Skills (Note Taking/Test Taking) Students should learn about various note-taking systems and should adopt a system that works best for them.</p> <p>Students should learn the steps needed to become an active listener in class.</p> <p>Students should learn about various test types and how best to study for these tests.</p> <p>Critical Thinking Students will understand the four aspects of critical thinking: 1. Abstract Thinking - Using details to ascertain a broader idea, 2. Creative Thinking -- Seeking connection between ideas and finding new possibilities, 3. Systematic Thinking -- Organizing ideas and eliminating useless information, 4. Communicative Thinking -- Being prepared to share and present ideas and opinions effectively.</p> <p>Use of Technology to Support Learning Students must be familiar with and able to use:</p> <ul style="list-style-type: none"> - word processing software - internet for research and communication - research and library technology - presentation technology (Powerpoint) - course management programs (WebCT)
Attitude	<ul style="list-style-type: none"> • Personal responsibility • Intellectual curiosity 	

FYE 100 Outcome #2: Learning & Understanding the Campus Environment and Its Setting

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UMFK students will become familiar with the campus and community services that will best help them in their development as students and their integration into the community.

- Students will develop healthy and productive methods to manage the challenges of their first year in college.
- Students will be able to gather, evaluate, analyze and synthesize research and information from a variety of media.
- Students will enhance their academic and social experiences by participating in the activities, programs and opportunities provided by the campus and the community.
- Students will become familiar with and utilize campus resources and services to improve their ability to excel academically and socially.
- Students must learn to interact responsibly with their natural environment.

	Student Learning Outcome (What Should be Learned)	What a Student Should Be Able to Know, Do or Value By the End of FYE 100
Knowledge	<ul style="list-style-type: none"> • Challenges of college life • Variety of research media • Campus programs, resources & services 	<p>Challenges of College Life Students will become familiar with the typical challenges that face new college students such as the issues surrounding transition from high school or life to the college environment, stress, time management issues, etc.</p> <p>Research Media Students will be introduced to various research media and will utilize these media to complete FYE 100 and General Education assignments. These media include text books, library data bases, periodicals, internet resources, etc.</p> <p>Campus Programs and Resources Students will become familiar with the role of campus services that can help them with learning and with college life in general. These services include Financial Aid, Student Affairs, Student Success, Academic & Counseling Services, Health Services, IT and Library Services, Distance Education, Athletics, Student Activities, Student Senate, etc.</p>
Skills	<ul style="list-style-type: none"> • Socialization • Utilization of campus resources • Research • Responsible environmental behavior 	<p>Research Skills Students will achieve a basic level of ability to gather, evaluate, analyze and synthesize research from various media.</p> <p>Socialization Students will participate in campus community activities and/or student organizations and will be able to make connections between those activities and their development as students.</p> <p>Utilization of Campus Resources Students will utilize necessary campus services to help in their learning or to help them navigate the ups and downs of college life.</p> <p>Students will understand the importance of proper advising and will become full participants in that process; meeting with their advisors regularly, taking appropriate courses and maintaining appropriate academic progress.</p> <p>Responsible Environmental Behavior All students will be able to identify and demonstrate environment friendly behavior and will understand the impact of their individual behavior on the rest of society.</p>

Attitude	<ul style="list-style-type: none"> • Motivation to participate • Self-reliance 	
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FYE 100 Outcome #3: Self-Knowledge

Building off of their own life phase and circumstances, UMFK students will adopt habits and make decisions that support personal, academic and social growth.

- Students will know and adhere to the university's policies and standards related to academic honesty, integrity and student conduct.
- Students will develop a sense of pride in their work and will be empowered to make real-life connections between their academic performance, work ethic, and motivation to succeed.
- Students will learn strategies to assist them in making mature and responsible choices that will lead to physical, emotional, and spiritual wellness.

	Student Learning Outcome (What Should be Learned)	What a Student Should Be Able to Know, Do or Value By the End of FYE 100
Knowledge	<ul style="list-style-type: none"> • University policies & standards • Connection between academic work & future • Relevant student life issues; ie, sex, wellness, risky behavior, mental health, stress, substance abuse 	<p>University Policies & Standards <i>Students must become familiar with and adhere to the UMS Student Conduct Code, the UMFK Academic Integrity Policy and must understand what effect these policies have on their lives and work as students. Students must understand the rationale for such policies.</i></p> <p>Connection Between Academic Work and Future <i>Students must be made aware of the relevance between their academic work and their future careers and lives.</i></p> <p>Student Issue Awareness <i>Sexual Health – STD's, AIDS, Sexual Orientation, Body Image, Rape, Sexual Abuse</i> <i>Physical Wellness – Nutrition, Weight Control, Exercise</i> <i>Mental Health/Emotional Wellness –</i></p>

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Skills	<ul style="list-style-type: none"> • Appropriate conduct • How to utilize appropriate citation • Referencing sources • Decision making 	<p>Appropriate Conduct Students will adhere to specific policies concerning appropriate classroom and campus behavior. These policies include the UMS Student Conduct Code, the UMFK Academic Integrity Policy, classroom policies, etc.</p> <p>Appropriate Citation and Referencing In order to adhere to academic integrity policies, students must learn basic reference citation such as MLA, APA, etc.</p> <p>Decision Making Students will develop the ability to make informed, critical decisions in regards to life, work and learning. They will do so through discussion of specific scenarios related to college student life. As individuals and in groups, they will be able to make wise decisions that will have a positive outcome on their success.</p>
Attitude	<ul style="list-style-type: none"> • Honesty • Integrity • Pride in their academic work • Empowerment • Work ethics • Motivation to succeed • Personal awareness 	

FYE 100 Outcome #4: Socialization/Civility/Diversity

UMFK students will learn to develop the knowledge, skills and attitudes necessary to interact responsibly with their natural, social and political environments.

- Students will develop a sense of belonging and citizenship in UMFK's small, familial atmosphere and will feel invited to participate in co-curricular activities.
- Students will participate in group activities and assignments to assist in their development of effective teamwork, leadership, communication and cooperation skills and to provide a better understanding of group dynamics.
- Students will exhibit respectful behavior towards and a global understanding of diverse cultures and individuals and will value the richness of thought that comes from a diverse society.
- Students will develop effective approaches to conflict management.
- Students must learn to interact responsibly with their natural environment.
- Students will be introduced to the traditions and customs of the rural, Franco-American culture.

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	Student Learning Outcome (What Should be Learned)	What a Student Should Be Able to Know, Do or Value By the End of FYE 100
Knowledge	<ul style="list-style-type: none"> • Group dynamics • Diverse cultures & thought • Knowledge of students place in global society • Environmental awareness • Traditions and customs of Franco & rural cultures 	<p>Group Dynamics Students will understand how to work with others in a productive and cooperative group environment.</p> <p>Diverse Cultures & Thought / Global Awareness Students will be able to demonstrate an ability to react in a positive way to the diverse cultures and belief structures that surround them. Each individual must be aware that any negative display of cultural, religious, or other social bias may have repercussions.</p> <p>Students will be able to explain their position within a global society. Students need to be aware of their own culture as it is reflected in their behavior so the conflicts with individuals from other social systems can be minimized.</p> <p>Franco-American Culture Students will become aware of the traditions, customs and culture of the St. John Valley.</p>
Skills	<ul style="list-style-type: none"> • Leadership • Communication • Teamwork • Cooperation • Conflict resolution 	<p>Leadership Students will develop leadership skills that will enable them to successfully guide the groups and organizations with which they are associated.</p> <p>Communication Students will be able to communicate orally, in writing, technologically and quantitatively and should be able to demonstrate those abilities in a competent manner.</p> <p>Teamwork and Cooperation Students will be able to demonstrate an ability to work positively in groups and a knowledge of the importance of that ability in education, in life, and in their career.</p> <p>Conflict Resolution Knowledge of strategies that allow for conflict resolution will be demonstrated by all students. Students will be aware that aggressive or defensive posturing is problematic and negative.</p>
Attitude	<ul style="list-style-type: none"> • Sense of belonging • Citizenship • Respect for others & themselves • Appreciation & acceptance 	

FYE 100 Outcome #5: Future Transitions

UMFK students will be empowered with the ability to make relevant connections between their academic pursuits and future aspirations as life-long learners.

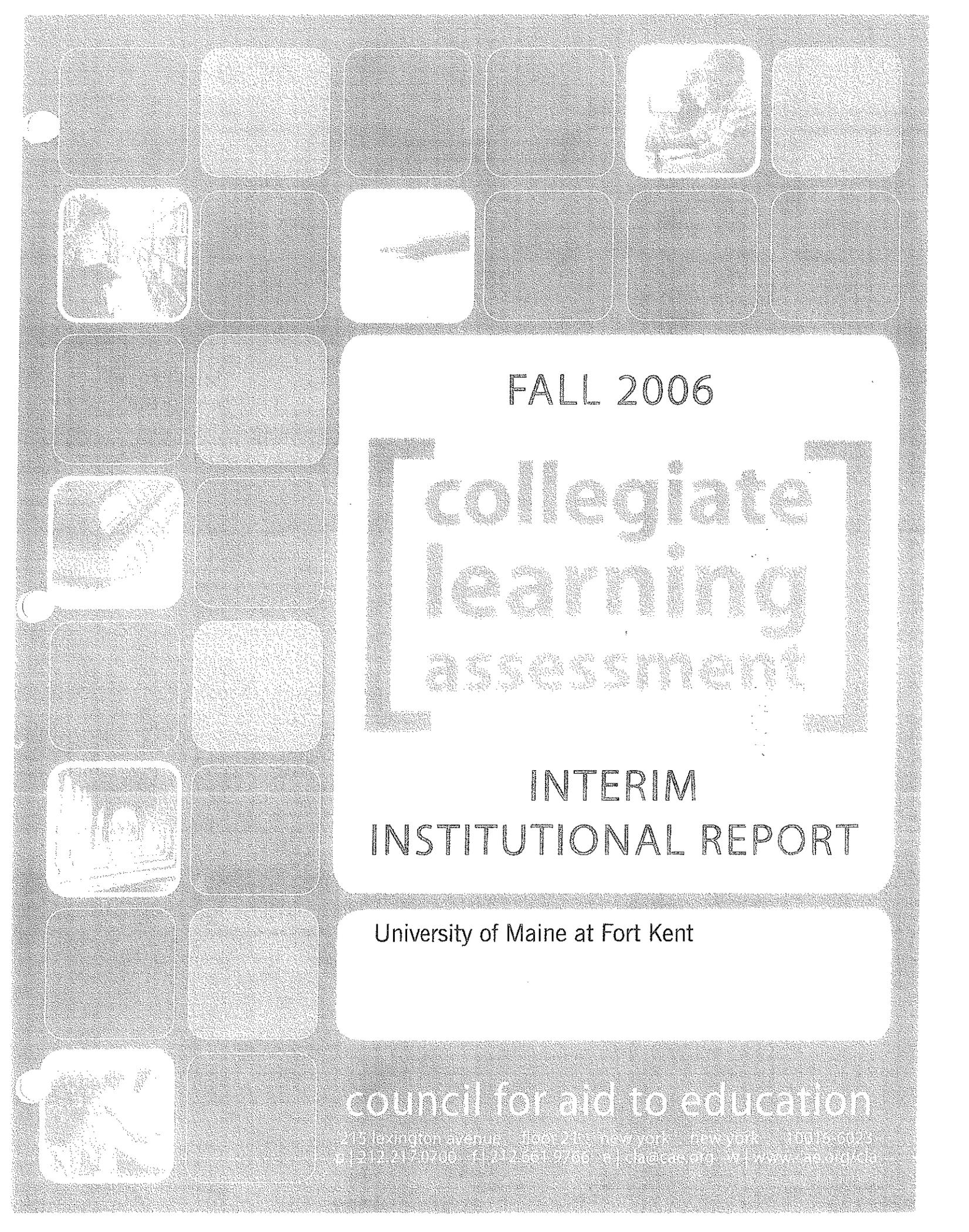
University of Maine at Fort Kent

- Students will participate in numerous group projects and learning opportunities to help them prepare for the realities of their future careers.
- Students will take advantage of opportunities to participate in activities and programs that enhance financial knowledge and wellness and life skills.
- Students will begin the process of identifying their academic, personal, and career goals and developing their potential as students and as citizens of the modern world.

	Student Learning Outcome (What Should be Learned)	What a Student Should Be Able to Know, Do or Value By the End of FYE 100
Knowledge	<ul style="list-style-type: none"> • Connection between college & lifelong learning • Group work • Career knowledge • Basic financial knowledge 	<p>Connection Between College & Lifelong Learning Students will understand the importance of a college education and that the learning process continues beyond the classroom throughout their life and professional career.</p> <p>Group Work Students will understand group processes, interpersonal dynamics in group situations, and the synergies gained from collective and collaborative efforts.</p> <p>Career Knowledge Students must develop life and career strategies compatible with academic goals and substantive knowledge. Knowing that knowledge and constructing a portfolio of resources will greatly enhance the students' career.</p> <p>Basic Financial Knowledge Students will learn fundamental financial concepts for life planning, professional development and retirement goals.</p>
Skills	<ul style="list-style-type: none"> • Project management • Resume writing • Interview • Financial management • Goal setting 	<p>Project Management Students must demonstrate skills in developing and completing a project, e.g., organization, structure, timelines, goals and objectives, and leadership/management.</p> <p>Resume Writing Students will draft, critique, edit, and complete a sample professional resume.</p> <p>Interview Students must demonstrate basic interviewing skills (preparation, research, practice) and be able to employ effective interviewing strategies.</p> <p>Financial Management Students must be able to demonstrate and understand basic financial management concepts necessary to life and work.</p> <p>Goal Setting Students must understand and demonstrate SMART goal setting skills; specific, measurable, attainable, realistic and timely.</p>

University of Maine at Fort Kent
Appendix 5.6

CLA Interim Institutional Report



FALL 2006

collegiate
learning
assessment

INTERIM
INSTITUTIONAL REPORT

University of Maine at Fort Kent

council for aid to education

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Contents

This Interim Institutional Report presents Collegiate Learning Assessment (CLA) results for colleges and universities that tested entering students / freshmen in fall 2006. These students are hereinafter referred to simply as freshmen. Four sections follow this contents page:

- I Institutional Executive Summary (page 3)
Summary results for your school
- II Background (pages 4-6)
Description of CLA tests, scores and participating institutions and students
- III Institutional Tables and Figures (pages 7-9)
Comprehensive and technical version of results at your school and all schools
- IV Technical Appendix (pages 10-15)
Conversion tables, documentation of modeling procedures and score interpretation tables
 - A *Standard ACT to SAT Conversion Table (page 10)*
 - B *Procedures for Converting Raw Scores to Scale Scores (page 11)*
 - C *Equations Used to Estimate CLA Scores on the Basis of Mean SAT Scores (page 12)*
 - D *Expected CLA Score for Any Given Mean SAT Score for Freshmen (page 13)*
 - E *CLA Scale and Deviation Scores by Decile Group (page 14)*
 - F *List of Participating Institutions (page 15)*

Note to Readers

Sections I and III both present your institution's CLA results. As such, there is some duplication of content. However, to reach multiple audiences, each section frames this content differently. Section I is non-technical and Section III is intended to provide comprehensive and technical information underpinning your results.

Section II is contextual and describes the CLA tests, scoring process and participants.

Section IV is designed to provide supplemental information for more technically-versed readers.

I. Institutional Executive Summary

This Fall 2006 CLA Interim Institutional Report for University of Maine at Fort Kent provides information in several formats to assist you in conveying baseline CLA results to a variety of campus constituents. As you know, the CLA assesses your institution's value added to key higher order skills of your students: critical thinking, analytic reasoning, problem solving, and written communication. The CLA also allows you to measure the impact of changes in your curricula and teaching as well as compare your school with our national sample of 116 institutions. This report establishes a performance baseline to compare freshmen tested in fall 2006 to seniors/exiting students tested in spring 2007. A final report covering both testing cycles and providing additional analyses will be issued this summer.

For a number of reasons, we cannot measure performance by simply examining differences in average CLA scores across schools. The samples of freshmen tested at a school may not perfectly represent their respective classes at that college. For example, participating freshmen may have higher SAT scores than their classmates. In addition, colleges also differ in the entering abilities of their students. To address these concerns, an adjustment is needed.

To make this adjustment, we compare a school's actual CLA score to its expected CLA score. Expected scores are derived from the typical relationship between a college's average SAT score (or average ACT score converted to the SAT scale) and its average CLA score. We report differences between actual and expected scores in two ways: (1) "points" on the CLA scale and (2) standard errors. We use the latter to facilitate comparisons and define five performance levels as follows. Colleges with actual scores between -1.00 to +1.00 standard errors from their expected scores are categorized as being *At Expected*. Institutions with actual scores greater than one standard error (but less than two standard errors) from their expected scores are in the *Above Expected* or *Below Expected* categories (depending on the direction of the deviation). The schools with actual scores greater than two standard errors from their expected scores are in the *Well Above Expected* or *Well Below Expected* categories. Pages 7, 8 and 12 provide more information.

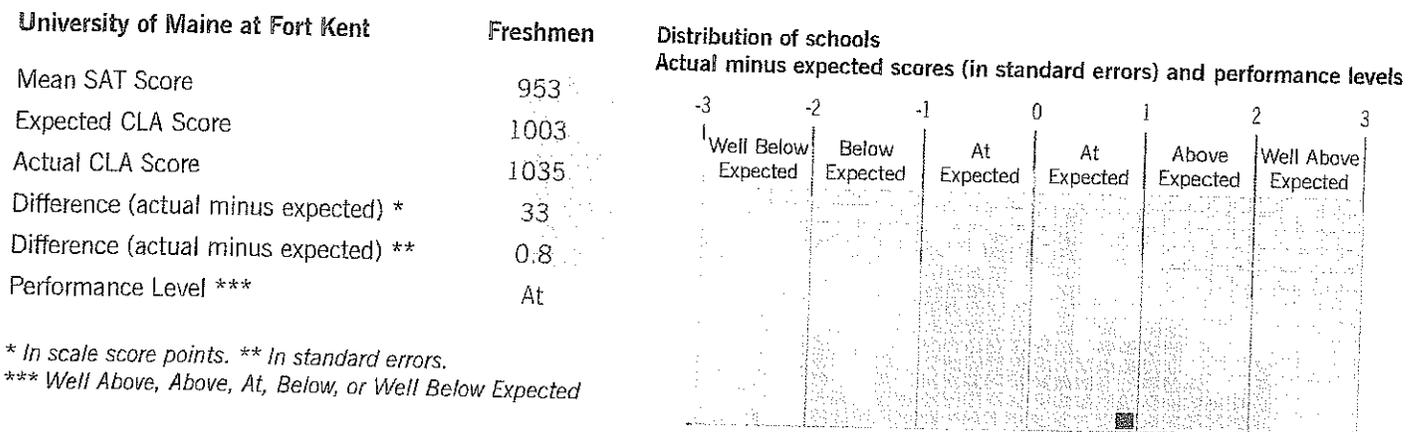
Differences between expected and actual scores for freshmen could stem from several factors, such as differences in college admissions' policies that result in students who perform at similar levels on standardized multiple choice tests (e.g., the SAT) but differently on constructed response tasks that require short answers and essays (e.g., the CLA).

This report addresses one primary question:

How did our freshmen score after taking into account their incoming academic abilities?

As presented in the table below (left), based on the average SAT score (953) of freshmen sampled at your institution, we would expect their average CLA score to be 1003. Your freshmen scored 1035, which is *At Expected*.

The figure below (right) shows your school (solid black square) in the context of all CLA schools (solid blue squares) that tested enough students with both CLA and SAT scores.



II. Background

The CLA Tests and Scores

The CLA uses various types of tasks, all of which require students to construct written responses to open-ended questions. There are no multiple-choice questions.

Performance Task

Each Performance Task requires students to use an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation. In addition to directions and questions, each Performance Task also has its own document library that includes a range of information sources, such as letters, memos, summaries of research reports, newspaper articles, maps, photographs, diagrams, tables, charts, and interview notes or transcripts. Students are instructed to use these materials in preparing their answers to the Performance Task's questions within the allotted 90 minutes.

The first portion of each Performance Task contains general instructions and introductory material. The student is then presented with a split screen. On the right side of the screen is a list of the materials in the document library. The student selects a particular document to view by using a pull-down menu. On the left side of the screen are a question and a response box. There is no limit on how much a student can type. When a student completes a question, he or she then selects the next question in the queue. Some of these components are illustrated below:

Introductory Material: You advise Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. Your document library contains the following materials:

1. Newspaper article about the accident
2. Federal Accident Report on in-flight breakups in single-engine planes
3. Internal Correspondence (Pat's e-mail to you & Sally's e-mail to Pat)
4. Charts relating to SwiftAir's performance characteristics
5. Excerpt from magazine article comparing SwiftAir 235 to similar planes
6. Pictures and descriptions of SwiftAir Models 180 and 235

Sample Questions: Do the available data tend to support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups? What is the basis for your conclusion? What other factors might have contributed to the accident and should be taken into account? What is your preliminary recommendation about whether or not DynaTech should buy the plane and what is the basis for this recommendation?

No two Performance Tasks assess the same combination of abilities. Some ask students to identify and then compare and contrast the strengths and limitations of alternative hypotheses, points of view, courses of action, etc. To perform these and other tasks, students may have to weigh different types of evidence, evaluate the credibility of various documents, spot possible bias, and identify questionable or critical assumptions.

Performance Tasks also may ask students to suggest or select a course of action to resolve conflicting or competing strategies and then provide a rationale for that decision, including why it is likely to be better than one or more other approaches. For example, students may be asked to anticipate potential difficulties or hazards that are associated with different ways of dealing with a problem including the likely short- and long-term consequences and implications of these strategies. Students may then be asked to suggest and defend one or more of these approaches. Alternatively, students may be asked to review a collection of materials or a set of options, analyze and organize them on multiple dimensions, and then defend that organization.

Performance Tasks often require students to marshal evidence from different sources; distinguish rational from emotional arguments and fact from opinion; understand data in tables and figures; deal with inadequate, ambiguous, and/or conflicting information; spot deception and holes in the arguments made by others; recognize information that is and is not relevant to the task at hand; identify additional information that would help to resolve issues; and weigh, organize, and synthesize information from several sources.

All of the Performance Tasks require students to present their ideas clearly, including justifying their points of view. For example, they might note the specific ideas or sections in the document library that support their position and describe the flaws or shortcomings in the arguments' underlying alternative approaches.

Analytic Writing Task

Students write answers to two types of essay prompts, namely: a "Make-an-Argument" question that asks them to support or reject a position on some issue; and a "Critique-an-Argument" question that asks them to evaluate the validity of an argument made by someone else. Both of these tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English.

A "Make-an-Argument" prompt typically presents an opinion on some issue and asks students to address this issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views. Students have 45 minutes to complete this essay. For example, they might be asked to explain why they agree or disagree with the following:

There is no such thing as "truth" in the media.

The one true thing about the information media is that it exists only to entertain.

A "Critique-an-Argument" prompt asks students to critique an argument by discussing how well reasoned they find it to be (rather than simply agreeing or disagreeing with the position presented). For example, they might be asked to evaluate the following argument:

A well-respected professional journal with a readership that includes elementary school principals recently published the results of a two-year study on childhood obesity. (Obese individuals are usually considered to be those who are 20 percent above their recommended weight for height and age.) This study sampled 50 schoolchildren, ages 5-11, from Smith Elementary School. A fast food restaurant opened near the school just before the study began. After two years, students who remained in the sample group were more likely to be overweight—relative to the national average. Based on this study, the principal of Jones Elementary School decided to confront her school's obesity problem by opposing any fast food restaurant openings near her school.

Scores

To facilitate reporting results across schools, ACT scores were converted (using the ACT-SAT crosswalk in Appendix A) to the scale of measurement used to report SAT scores. At institutions where a majority of students did not have ACT or SAT scores (e.g., two-year institutions and open admission schools), we embedded the Scholastic Level Exam (SLE), a short-form cognitive ability measure, into the CLA testing. The SLE is produced by Wonderlic, Inc. SLE scores were converted to SAT scores using data from 1,148 students participating in spring 2006 that had both SAT and SLE scores. These converted scores (both ACT to SAT and SLE to SAT) are hereinafter referred to simply as SAT scores.

Students receive a single score on a CLA task because each task assesses an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills.

Analytic Writing Task scoring is powered by e-rater®, an automated scoring technology developed and patented by the Educational Testing Service and licensed to CAE. The Performance Task is scored by a team of professional graders trained and calibrated on the specific task type.

A student's "raw" score on a Performance Task is the total number of points assigned to it by the graders. However, a student can earn more raw score points on some tasks than on others. To adjust for these differences, the raw scores on each task were converted to "scale" scores using the procedures described in Appendix B. This step allows for combining scores across different versions of a given type of task as well as across tasks, such as for the purposes of computing total scores.

Characteristics of Participating Institutions and Students

In the fall 2006 testing cycle, 116 institutions ("CLA schools") tested enough freshmen to provide sufficiently reliable data for the school level analyses and results presented in this report. Table 1 groups CLA schools by Basic Carnegie Classification. The spread of schools corresponds fairly well with that of the 1,710 four-year institutions across the nation. Table 1 counts do not include three (3) four-year Special Focus Institutions and four (4) two-year Associates Colleges.

Table 1: Four-year institutions in the CLA and nation by Carnegie Classification

Carnegie Classification	Nation		CLA	
	Number	Percentage	Number	Percentage
Doctorate-granting Universities	283	17%	20	18%
Master's Colleges and Universities	690	40%	45	41%
Baccalaureate Colleges	737	43%	44	40%
	1710		109	

Source: Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, July 7, 2006 edition.

Table 2 compares some important characteristics of colleges and universities across the nation with those of 112 four-year CLA schools and suggests that these CLA schools are fairly representative of institutions nationally.

Table 2: Four-year institutions in the CLA and nation by key school characteristics

School Characteristic	Nation	CLA
Percent public	37%	39%
Percent Historically Black College or University (HBCU)	6%	6%
Mean percentage of undergraduates receiving Pell grants	33%	31%
Mean four-year graduation rate	36%	38%
Mean six-year graduation rate	52%	54%
Mean first-year retention rate	75%	76%
Mean Barron's selectivity rating	3.5	3.4
Mean estimated median SAT score	1061	1070
Mean number of FTE undergraduate students (rounded)	4,500	5,350
Mean student-related expenditures per FTE student (rounded)	\$12,230	\$11,686

Source: College Results Online dataset, managed by the Education Trust, covers most 4-year Title IV-eligible higher-education institutions in the United States. Data were obtained with permission from the Education Trust and constructed from IPEDS and other sources. For detail see www.collegeresults.org/aboutthedata.aspx. Because all schools did not report on every measure in the table, the averages and percentages may be based on slightly different denominators.

With respect to entering ability levels, students participating in the CLA at a school appeared to be generally representative of their classmates, at least with respect to SAT scores. Specifically, across 107 four-year CLA schools without open admission policies, the mean freshmen SAT score of the students who took the CLA tests (as verified by the school Registrar) was only seven (7) points higher than that of the entire freshmen class¹: 1081 versus 1074. The correlation on the mean SAT score between freshmen who took the CLA and their classmates was extremely high ($r=0.96$). These data suggest that as a group, the students tested in the CLA were similar to their classmates, which increases the confidence in inferences made from results of an institution's CLA student sample to all its freshmen.

¹ As reported by 74 school registrars in response to a fall 2006 request for information or, for the remaining 33 cases, derived from IPEDS using fall 2005 data and the methodology used by the Education Trust that is referenced in Table 2.

III. Institutional Tables and Figures

Institutions participate in the CLA as either cross-sectional or longitudinal schools. Cross-sectional schools test samples of freshmen in the fall and seniors in the spring (of the same academic year). Longitudinal schools follow the same students as they progress at the college by testing them three times (as freshmen, rising juniors and seniors). Longitudinal schools in their first year follow the cross-sectional approach by testing a sample of seniors in the spring to gather comparative data.

Fall 2006 freshmen at longitudinal schools took both an Analytic Writing Task (i.e., Make-an-Argument and Critique-an-Argument) and a Performance Task. Fall 2006 freshmen at cross-sectional schools took either a Performance Task or an Analytic Writing Task. A cross-sectional school's total scale score is the mean of its Performance Task and Analytic Writing Task scale scores. A longitudinal school's total scale score is the mean total score for students who completed all CLA tasks. If fewer than 25 students at a longitudinal school took both tasks, then the total scale score was calculated in a similar manner as in the cross-sectional schools. Appendix A describes how ACT scores were converted to the same scale of measurement as used to report SAT scores. Appendix B describes how the reader-assigned "raw" scores on different tasks were converted to scale scores.

The analyses discussed in this section focus primarily on those schools where at least 25 students received a CLA score and also had an SAT score. This dual requirement was imposed to ensure that the results on a given measure were sufficiently reliable to be interpreted and that the analyses could adjust for differences among schools in the incoming abilities of the students participating in the CLA. Table 3 shows the number of freshmen at your school who completed a CLA measure in fall 2006 and also had an SAT score. The counts in this table were used to determine whether your school met the dual requirement. Counts for the Analytic Writing Task represent students who completed both the Make-an-Argument and Critique-an-Argument tasks.

Table 3: Number of your freshmen with CLA and SAT scores

	Number of Freshmen
Performance Task	14
Analytic Writing Task	9
Make-an-Argument	11
Critique-an-Argument	12
Total score	23

Figure 1 and Table 4 (next page) show whether your students did better, worse, or about the same as what would be expected given (1) their SAT scores and (2) the general relationship between CLA and SAT scores at other institutions. Specifically, Figure 1 shows the relationship between the mean SAT score of a college's freshmen (on the horizontal x-axis) and their mean CLA total score (on the vertical y-axis). Each data point is a college that had at least 25 fall 2006 freshmen (blue circles) with both CLA and SAT scores.

The diagonal line running from lower left to upper right shows the typical relationship between an institution's mean SAT score and its mean CLA score for freshmen. The solid blue circle corresponds to your school. Schools above the line scored higher than expected whereas those below the line did not do as well as expected. Small deviations from the line in either direction could be due to chance. Thus, you should only pay close attention to relatively "large" deviations as defined below. The difference between a school's actual mean score and its expected mean score is called its "deviation" (or "residual") score. Results are reported in terms of deviation scores because the freshmen who participated at a school were not necessarily a representative sample of all the freshmen at their school. For example, they may have been generally more or less proficient in the areas tested than the typical student at that college. Deviation scores adjust for such disparities.

Appendix C contains the equations that were used to estimate a school's CLA score on the basis of its students' mean SAT score. Appendix D contains the expected CLA score for a school's freshmen for various mean SAT scores. Appendix E presents average scores across schools within 10 groups of roughly equal size. As such, it provides a general sense of where your school stands relative to the performance of all participating schools.

A school's actual mean CLA score often deviated somewhat from its expected value (i.e., the actual value did not always fall right on the line). Differences between expected and actual scores for freshmen could stem from several factors, such as differences in college admissions' policies that result in students who perform at similar levels on standardized multiple choice tests (e.g., the SAT) but differently on constructed response tasks that require short answers and essays (e.g., the CLA).

Figure 1: Relationship Between CLA Performance and Incoming Academic Ability

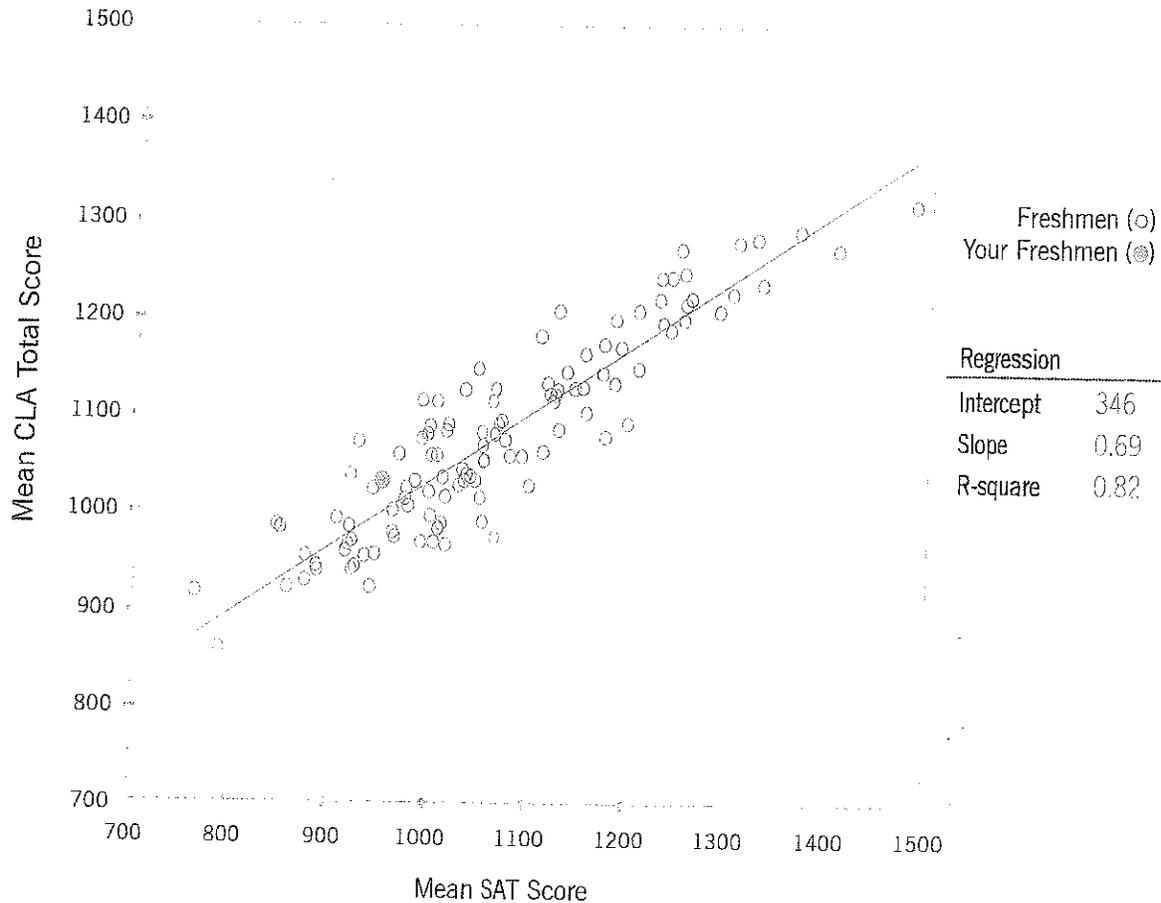


Table 4 (below) shows deviation scores for your freshmen and—given their SAT scores—whether those deviations were well above, above, at, below, or well below what would be expected.

Table 4: Deviation scores and associated performance levels for your freshmen

	Freshmen	
	Deviation Score	Performance Level
Performance Task	0.1	At
Analytic Writing Task	0.9	At
Make-an-Argument	0.7	At
Critique-an-Argument	0.1	At
Total score	0.8	At

Deviation (residual) scores are reported in terms of the number of standard error units the school's actual mean deviates from its expected value.

Deviation scores are expressed in terms of standard errors to facilitate comparisons among measures. Colleges with actual scores between -1.00 to +1.00 standard errors from their expected scores are categorized as being *At Expected*. Institutions with actual scores greater than one standard error (but less than two standard errors) from their expected scores are in the *Above Expected* or *Below Expected* categories (depending on the direction of the deviation). The schools with actual scores greater than two standard errors from their expected scores are in the *Well Above Expected* or *Well Below Expected* categories.

Table 5 below shows the mean scores for all schools where at least 25 students had both CLA and SAT scores, as well as your school if applicable. Values in the "Your School" column represent only those students with both CLA and SAT scores and were used to calculate deviation scores. An "N/A" indicates that there were not enough students at your school with both CLA and SAT scores to compute a reliable mean CLA score for your institution. Differences or similarities between the values in the "All Schools" and "Your School" columns of Table 5 are not directly interpretable because colleges varied in how their students were sampled to participate in the CLA. Consequently, you are encouraged to focus on the data in Table 4.

Table 5: Mean scores for freshmen at all schools and your school

	Freshmen	
	All Schools	Your School
Performance Task	1070	1010
Analytic Writing Task	1101	1059
Make-an-Argument	1099	1048
Critique-an-Argument	1094	1011
Total score	1081	1035
SAT score	1067	953

Tables 6-8 below provide greater detail on CLA performance, including the spread of scores at your school and all schools. These tables present summary statistics, including counts, means, 25th and 75th percentiles, and standard deviations. Units of analysis are students for Tables 6 and 7 and schools for Table 8. These CLA scale scores represent students with and without SAT scores and thus may differ from those in Table 5.

Table 6: Summary statistics for freshmen tested at your school

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	18	866	998	1114	166
Analytic Writing Task	10	1011	1101	1247	193
Make-an-Argument	13	897	1071	1198	202
Critique-an-Argument	13	823	1046	1145	223
SAT score	29	845	954	1100	156

Table 7: Summary statistics for freshmen tested at all CLA schools

	Number of Students	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	7072	931	1071	1192	188
Analytic Writing Task	5450	941	1088	1177	169
Make-an-Argument	6119	897	1083	1198	193
Critique-an-Argument	6025	984	1081	1145	190
SAT score	11933	930	1073	1210	196

Table 8: Summary statistics for schools that tested freshmen

	Number of Schools	25th Percentile	Mean Scale Score	75th Percentile	Standard Deviation
Performance Task	114	989	1065	1137	103
Analytic Writing Task	103	1014	1099	1171	100
Make-an-Argument	107	1004	1096	1180	103
Critique-an-Argument	109	1007	1089	1156	102
Total score	116	994	1077	1145	101
SAT score	115	968	1059	1148	133

Appendix A

Standard ACT to SAT Conversion Table

To facilitate reporting results across schools, ACT scores were converted (using the standard table below) to the scale of measurement used to report SAT scores.

ACT	to	SAT
36		1600
35		1580
34		1520
33		1470
32		1420
31		1380
30		1340
29		1300
28		1260
27		1220
26		1180
25		1140
24		1110
23		1070
22		1030
21		990
20		950
19		910
18		870
17		830
16		780
15		740
14		680
13		620
12		560
11		500

Sources:

"Concordance Between ACT Assessment and Recentered SAT I Sum Scores" by N.J. Dorans, C.F. Lyu, M. Pommerich, and W.M. Houston (1997), *College and University*, 73, 24-31; "Concordance between SAT I and ACT Scores for Individual Students" by D. Schneider and N.J. Dorans, *Research Notes (RN-07)*, College Entrance Examination Board: 1999; "Correspondences between ACT and SAT I Scores" by N.J. Dorans, *College Board Research Report 99-1*, College Entrance Examination Board: 1999; *ETS Research Report 99-2*, Educational Testing Service: 1999.

Appendix B

Procedures for Converting Raw Scores to Scale Scores

There is a separate scoring guide for each Performance Task and the maximum number of points a student can earn may differ across Performance Tasks. Consequently, it is easier to earn a given reader-assigned “raw” score on some Performance Tasks than it is on others. To adjust for these differences, reader-assigned “raw” scores on a Performance Task were converted to “scale” scores.

In technical terms, this process involved transforming the raw scores on a measure to a score distribution that had the same mean and standard deviation as the SAT scores of the students who took that measure. This process also was used with the Analytic Writing Tasks.

In non-technical terms, this type of scaling essentially involves assigning the highest raw score that was earned on a task by any freshman the same value as the highest SAT score of any freshman who took that task (i.e., not necessarily the same person). The second highest raw score is then assigned the same value as the second highest SAT score, and so on.

As a result of the scaling process, scores from different tasks could be combined to compute a school’s mean Performance Task scale score. The same procedures also were used to compute scale scores for the Analytic Writing Task.

Appendix C

Equations Used to Estimate CLA Scores on the Basis of Mean SAT Scores

Some schools may be interested in predicting CLA scores for other SAT scores. The table below provides the necessary parameters from the regression equations that will allow you to carry out your own calculations. Also provided for each equation is the standard error and R-square values.

Fall 2006 Freshmen	Intercept	Slope	Standard Error	R-square
Performance Task	310	0.714	37.0	0.867
Analytic Writing Task	407	0.642	57.9	0.672
Make-an-Argument	423	0.628	63.3	0.622
Critique-an-Argument	368	0.675	58.3	0.684
Total Score	346	0.689	42.0	0.823

Appendix D

Expected CLA Score for Any Given Mean SAT Score for Freshmen

The table below presents the expected CLA score for a school's freshmen for various mean SAT scores.

Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score	Mean SAT Score	Performance Task	Analytic Writing Task	Make-an-Argument	Critique-an-Argument	Total Score
1600	1452	1435	1428	1448	1448	1290	1231	1236	1233	1239	1235	980	1010	1037	1039	1030	1021	670	788	838	844	820	808
1590	1445	1428	1422	1441	1441	1280	1224	1229	1227	1232	1228	970	1002	1030	1032	1023	1014	660	781	831	838	814	801
1580	1438	1422	1415	1435	1435	1270	1217	1223	1221	1225	1221	960	995	1024	1026	1016	1007	650	774	825	831	807	794
1570	1431	1415	1409	1428	1428	1260	1209	1216	1214	1219	1214	950	988	1017	1020	1009	1000	640	767	818	825	800	787
1560	1424	1409	1403	1421	1421	1250	1202	1210	1208	1212	1207	940	981	1011	1013	1003	994	630	760	812	819	793	780
1550	1417	1403	1397	1414	1414	1240	1195	1203	1202	1205	1200	930	974	1004	1007	996	987	620	753	805	813	787	773
1540	1409	1396	1390	1408	1407	1230	1188	1197	1196	1198	1193	920	967	998	1001	989	980	610	745	799	806	780	766
1530	1402	1390	1384	1401	1400	1220	1181	1191	1189	1192	1186	910	960	992	995	982	973	600	738	793	800	773	759
1520	1395	1383	1378	1394	1393	1210	1174	1184	1183	1185	1180	900	952	985	988	976	966	590	731	786	794	766	752
1510	1388	1377	1371	1387	1386	1200	1167	1178	1177	1178	1173	890	945	979	982	969	959	580	724	780	787	760	746
1500	1381	1370	1365	1381	1379	1190	1159	1171	1170	1171	1166	880	938	972	976	962	952	570	717	773	781	753	739
1490	1374	1364	1359	1374	1373	1180	1152	1165	1164	1165	1159	870	931	966	970	955	945	560	710	767	775	746	732
1480	1367	1358	1353	1367	1366	1170	1145	1159	1158	1158	1152	860	924	960	963	949	938	550	703	761	769	739	725
1470	1359	1351	1346	1360	1359	1160	1138	1152	1152	1151	1145	850	917	953	957	942	932	540	695	754	762	733	718
1460	1352	1345	1340	1354	1352	1150	1131	1146	1145	1144	1138	840	910	947	951	935	925	530	688	748	756	726	711
1450	1345	1338	1334	1347	1345	1140	1124	1139	1139	1138	1131	830	902	940	944	928	918	520	681	741	750	719	704
1440	1338	1332	1327	1340	1338	1130	1117	1133	1133	1131	1124	820	895	934	938	922	911	510	674	735	743	712	697
1430	1331	1325	1321	1333	1331	1120	1110	1126	1127	1124	1118	810	888	927	932	915	904	500	667	728	737	706	690
1420	1324	1319	1315	1327	1324	1110	1102	1120	1120	1117	1111	800	881	921	926	908	897	490	660	722	731	699	684
1410	1317	1313	1309	1320	1317	1100	1095	1114	1114	1111	1104	790	874	915	919	901	890	480	653	716	725	692	677
1400	1309	1306	1302	1313	1311	1090	1088	1107	1108	1104	1097	780	867	908	913	895	883	470	645	709	718	685	670
1390	1302	1300	1296	1306	1304	1080	1081	1101	1101	1097	1090	770	860	902	907	888	876	460	638	703	712	679	663
1380	1295	1293	1290	1300	1297	1070	1074	1094	1095	1090	1083	760	852	895	900	881	870	450	631	696	706	672	656
1370	1288	1287	1284	1293	1290	1060	1067	1088	1089	1084	1076	750	845	889	894	874	863	440	624	690	699	665	649
1360	1281	1281	1277	1286	1283	1050	1060	1082	1083	1077	1069	740	838	882	888	868	856	430	617	683	693	658	642
1350	1274	1274	1271	1279	1276	1040	1052	1075	1076	1070	1062	730	831	876	882	861	849	420	610	677	687	652	635
1340	1267	1268	1265	1273	1269	1030	1045	1069	1070	1063	1056	720	824	870	875	854	842	410	603	671	681	645	628
1330	1259	1261	1258	1266	1262	1020	1038	1062	1064	1057	1049	710	817	863	869	847	835	400	595	664	674	638	622
1320	1252	1255	1252	1259	1255	1010	1031	1056	1057	1050	1042	700	810	857	863	841	828						
1310	1245	1248	1246	1252	1249	1000	1024	1049	1051	1043	1035	690	802	850	856	834	821						
1300	1238	1242	1240	1246	1242	990	1017	1043	1045	1036	1028	680	795	844	850	827	814						

Appendix E

CLA Scale and Deviation Scores by Decile Group

The table below was prepared to help you gain further insight into your school's performance relative to other participating schools for freshmen. You are encouraged to compare the decile group scores in this table to your deviation scores in Table 4 and your mean (scale) scores in Table 5.

For each metric in the table, all schools were rank ordered and then divided into 10 groups of roughly equal size ("decile groups"). Only schools that successfully tested at least 25 students with ACT/SAT scores were included. For each metric, the average performance of the schools within each decile group was calculated. For example, a total scale score for freshmen of 1206 represents the average performance of schools in the 9th decile group (i.e., schools in the 81st to 90th percentile). If freshmen at your school achieved an average scale score of 1207, you could safely conclude that your school performed in the top 20 percent of participating schools on the CLA.

Freshmen (fall 2006)						
Decile Group	Performance Task		Analytic Writing Task		Total Score	
	Scale Score	Deviation Score	Scale Score	Deviation Score	Scale Score	Deviation Score
10	1268	1.7	1288	1.8	1269	1.8
9	1192	1.1	1219	1.1	1206	1.1
8	1142	0.6	1175	0.7	1147	0.7
7	1107	0.3	1139	0.4	1115	0.3
6	1070	0.1	1114	0.1	1084	0.1
5	1042	0.0	1079	-0.2	1056	-0.2
4	1018	-0.2	1048	-0.4	1033	-0.4
3	990	-0.6	1020	-0.7	1002	-0.7
2	971	-1.2	986	-1.1	976	-1.0
1	919	-1.8	953	-1.6	932	-1.7

Appendix F

List of Participating Institutions

Alaska Pacific University	Marshall University	University of the Virgin Islands
Allegheny College	McMurry University	Upper Iowa University
Arizona State University	Metropolitan College of New York	Ursinus College
Arkansas State University	Michigan Technological University	Ursuline College
Auburn University	Missouri Southern State University - Joplin	Utica College
Aurora University	Missouri State University - West Plains	Wagner College
Austin College	Missouri Western State University	Wartburg College
Averett University	Monmouth College	Washington & Lee University
Barton College	Monmouth University	Webb Institute
Beloit College	Morehead State University	Weber State University
Bethel University	Mount Saint Mary College	Wesley College
Bluefield State College	North Carolina Central University	West Liberty State College
Bronx Community College	Pace University	West Virginia University
Cabrini College	Pacific University	West Virginia University Institute of Technology
California State University- Los Angeles	Rhodes College	Westminster College (MO)
California State University- Northridge	Richard Stockton College of New Jersey	Westminster College (UT)
California State University- San Marcos	Ripon College	Westmont College
California State University- Stanislaus	Rockford College	Wheaton College
Centenary College	Seton Hill University	Whitman College
Champlain College	Shepherd University	Wichita State University
Charleston Southern University	Slippery Rock University	William Woods University
College of Saint Benedict/Saint John's University	Southwestern Illinois College	Wilson College
Collin County Community College District	Southwestern University	
Colorado Mountain College	Stonehill College	
Concord University	SUNY College at Buffalo	
Concordia College	Texas Lutheran University	
Delaware State University	The College of St. Scholastica	
Dominican University of California	The Metropolitan Community Colleges	
Erie Community College	The Pennsylvania State University	
Fairmont State University	Toccoa Falls College	
Florida State University	Truman State University	
Fort Hays State University	University of Arkansas - Fort Smith	
Franklin Pierce College	University of Charleston	
Furman University	University of Evansville	
Glenville State College	University of Great Falls	
Gordon College	University of Hartford	
Green Mountain College	University of Maine at Fort Kent	
Harris-Stowe State University	University of Montana-Missoula	
Hastings College	University of North Texas	
Heritage University	University of Pittsburgh	
Houghton College	University of Texas - Pan American	
Indiana Wesleyan University	University of Texas at Arlington	
Jackson State University	University of Texas at Austin	
Juniata College	University of Texas at Brownsville and Texas	
Knox College	Southmost College	
Lesley University	University of Texas at Dallas	
Louisiana State University	University of Texas at El Paso	
Loyola University	University of Texas at San Antonio	
Lynchburg College	University of Texas at Tyler	
Marian College of Fond du Lac	University of Texas of the Permian Basin	

Appendix 5.7

Outcomes Assessment Plan for Professional Management Programs Summer 2007

The University of Maine at Fort Kent has four Professional Management Programs within the Division of Natural and Behavioral Sciences. They are: Business Management, Rural Public Safety Administration, Computer Applications in Business, and Electronic Commerce. Each program has a Program Coordinator who is responsible for the operation of that program and reports directly to the Chair of the Natural and Behavioral Sciences Division.

- A. Statement of Need for Outcomes Assessment:**
Outcomes assessment is necessary to document that students possess or have acquired the skills, knowledge, and attitudes to succeed in life and in a career of their choosing. Outcomes assessment is also necessary to demonstrate the effectiveness of the management programs. Program Coordinators, Division Chair, Vice-President of Academic Affairs, and President of The University need the data from outcomes assessment to evaluate, change and improve the effectiveness of their programs.
- B. Definition of Outcomes Assessment:**
Assessment is an ongoing process that documents student learning and measures program effectiveness. It is a systematic process of continuous improvement within a program. The aim is to optimize effectiveness of both student learning and the operation of the program.
- C. Purposes of Outcomes Assessment:**
The purposes of outcomes assessment are to measure individual learning, to evaluate program effectiveness, and to enhance both.
- D. Characteristics of Outcomes Assessment:**
Characteristics of outcomes assessment are: provides multiple quantitative and qualitative measures of individual student learning as well as aggregate student learning; identifies improvements and changes that should be made in a program; provides evidence that supports the needed improvements and changes; involves students, faculty and administration in the assessment process and in any improvements or changes; and provides a formalized process that documents whether intended outcomes are realized individually and in the aggregate.
- E. Administration of Outcomes Assessment:**
The hierarchy of the administration of outcomes assessment is as follows: The President of the University is ultimately responsible, but has delegated specific responsibility to the Vice President of Academic Affairs to oversee the administration of outcomes assessment. She, in turn, has formed two committees that consist of the Directors of Student Success and of Academic Services, and of faculty members from each division: Committee for Institutional Assessment and Committee for Academic Assessment. The former committee oversees programmatic assessment, and the latter oversees student assessment. Division chairs and program coordinators answer to the Academic Vice President through the operation of the two committees. Within

University of Maine at Fort Kent

specific programs, the Program Coordinator, the Director of Student Success, and the instructors administer the measurement instruments. The results of outcomes assessment are monitored throughout the year and reported annually.

F. Chronology of Outcomes Assessment:

The University's efforts to formalize an outcomes assessment plan began in FY2003 in preparation for an institutional accreditation self study for North East Association for Schools and Colleges (NEASC) in FY 2005. As a result of the accreditation process, the University has formalized its outcomes assessment plan and integrated the results of outcomes assessment into its planning and budgeting process. In FY2006, the Division of Natural and Behavioral Sciences reorganized and named Program Coordinators for each of its programs. In addition, the division charged the coordinators of the four management programs to seek accreditation by the International Assembly for Collegiate Business Education (IACBE).

G. Linkages with the University's Planning:

The Outcomes Assessment Plan of the management programs are informed by the mission of the programs and the direction of the Committee for Academic Assessment and the Committee for Institutional Assessment. Both committees are informed by the mission and the strategic plan of the University. Action plans of the strategic plan drive the planning and budgeting processes. Since outcomes assessment is a measurement of how well the action plans are being carried out, there is a direct link with planning and budgeting processes.

Professional Management Programs

Mission

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the state of Maine, the Professional Management Programs foster excellence in scholarship and academic achievement in an interactive educational environment. The programs are designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Goals

The Professional Management Programs strive to:

1. Offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).
3. Prepare students for careers in areas that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Outcomes Assessment Plan

Program Outcomes

University of Maine at Fort Kent

In order to achieve the five goals of the program, the Professional Management Programs assess outcomes using the following data:

Goal #MP1: The Professional Management Programs will offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).

The measurement instruments are:

- a. Internship Evaluations. (Direct)
- b. Capstone Course. (Direct)
- c. Graduate Exit Survey. (Indirect)
- d. Alumni Survey. (Indirect)

Goal #MP2: The Professional Management Programs will provide excellence in teaching and learning (Learning).

The measurement instruments are:

- a. Comprehensive Exam (ETS Major Field Test). (Direct)
- b. Capstone Course. (Direct)
- c. Student Electronic Portfolios. (Direct)
- d. Internship Evaluations. (Direct)
- e. Student GPAs. (Indirect)
- f. Graduate Exit Survey. (Indirect)
- g. Student Course Evaluations. (Indirect)

Goal #MP3: The Professional Management Programs will prepare students for careers in areas that satisfy students' wishes and employers' needs (Collaboration).

The measurement instruments are:

- a. Internship Data and Evaluations. (Direct)
- b. Student Electronic Portfolios. (Direct)
- c. Graduate Exit Survey. (Indirect)
- d. Alumni Survey. (Indirect)

Goal #MP4: The Professional Management Programs will educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).

The measurement instruments are:

- a. Critical Learning Assessment (CLA). (Direct)
- b. Student Electronic Portfolios. (Direct)
- c. Internship Data and Evaluations. (Direct)
- d. Graduate Exit Survey. (Indirect)
- e. Alumni Survey. (Indirect)

Goal #MP5: The Professional Management Programs will nurture an environment of systemic quality improvement (Excellence).

The measurement instruments are:

- a. Comprehensive Exam (ETS Major Field Test). (Direct)
- b. Student Electronic Portfolios. (Direct)
- c. Graduate Exit Survey. (Indirect)
- d. Alumni Survey. (Indirect)

Rubrics

Direct Instruments

ETS Major Field Test:

The median of the cohort tested will be compared with the national median for business majors. The standard for the combined programs is a mean score that is within ten percent of the national median.

Superior performance is indicated by a median score ten percent or more above the national median.

Inferior score is ten percent or more below the national median.

Critical Learning Assessment:

The mean score of the cohort of seniors tested will be compared with national results. The standard for the combined programs is a mean score within the expected range as determined for the CLA test.

Superior performance is indicated by a mean score above expected as determined by the CLA test.

Inferior performance is indicated by a mean score below expected as determined by the CLA test.

Student Electronic Portfolio:

Students are rated as Novice, Apprentice, Practitioner, or Expert (see the student rubric for details).

The standard is that at least ninety percent of the cohort rates as practitioner or higher.

Superior performance is indicated by at least ninety-five percent of the cohort rated practitioner and at least fifty percent expert.

Inferior performance is indicated by less than ninety percent rating as practitioners.

Internship Evaluation:

Same standards as for Student Electronic Portfolios (see student rubric for details).

Capstone Course:

The course is graded consistent with the UMFK catalogue.

The standard is that at least eighty percent of the cohort score C or better.

Superior performance is indicated by at least eighty percent scoring C or better and at least twenty-five percent scoring B+ or better.

Inferior performance is indicated by less than eighty percent scoring C or better.

Indirect Instruments

Graduate Exit Survey:

Under both the General Learning Outcomes and the Relationship to Career portions of the survey, the last three questions concerning ethical reasoning and civil engagement, lifelong learner skills, and skills to become a successful professional will be tabulated.

The standard is that at least eighty percent agree or strongly agree with the statements.

Superior performance is indicated by at least ninety percent agree or strongly agree.

Inferior performance is indicated by less than eighty percent agree or strongly agree.

Alumni Survey:

Same standards as the graduate exit survey.

Student Course Evaluations:

The modal score on student course evaluations for all program courses will be the measure.

The standard is that the mode is at least 3.

Superior performance is indicated by a mode of 4 or more.

Inferior performance is indicated by a mode below 3.

Student GPA:

Student GPA will be calculated for general education skills courses, for program core courses, for total program courses, and for all courses. The various GPA calculations will be averaged across the cohort.

The standard is a general skills GPA at least 2.7; a core program GPA at least 3.0, and a total program GPA at least 3.0, and an overall GPA at least 2.8.

Superior performance is indicated by general skills GPA at least 3.0 or total program GPA at least 3.2.

Inferior performance is indicated by any of the four GPA means being below standard.

Student Learning Outcomes

In accordance with the mission of the Professional Management Programs of developing liberally-educated citizens, life-long learners in a changing world, proficient managers, and entrepreneurs, the Professional Management Programs have the following goals for student learning:

Goal #MS1: The student will be a liberally-educated citizen.

The measurement instruments are:

- a. Critical Learning Assessment Test. (Direct)
- b. Student Electronic Portfolio. (Direct)
- c. GPA for general education and electives outside the student's major. (Indirect)
- d. Graduate Exit Survey. (Indirect)

Goal #MS2: The student will be a life-long learner.

The measurement instruments are:

- a. Student Electronic Portfolio. (Direct)
- b. Capstone Course. (Direct)
- c. Graduate Exit Survey. (Indirect)
- d. Alumni Survey. (Indirect)

Goal #MS3: The student will be a proficient manager.

The measurement instruments are:

- a. Student Electronic Portfolio. (Direct)
- b. Capstone Course. (Direct)
- c. Comprehensive Exam (ETS Major Field Test). (Direct)
- d. Internship Evaluations. (Direct)
- e. Student GPA. (Indirect)
- f. Graduate Exit Survey. (Indirect)

Goal #MS4: The student will develop entrepreneurial skills.

The measurement instruments are:

- a. Student Electronic Portfolio. (Direct)
- b. Capstone Course. (Direct)
- c. Internship Evaluations. (Direct)
- d. Graduate Exit Survey. (Indirect)
- e. Alumni Survey. (Indirect)

Rubrics

Direct Instruments

Critical Learning Assessment:

Student scores are ranked by the CLA test as Expected, Above or Below Expected, and Well-Above or Well-Below Expected depending on the student's score being within one, two, or more standard deviations of the normalized test mean.

ETS Major Field Test:

Student scores will be compared with the national median score, and students will be rated as Proficient if they score within ten percent of the national median, and rated as superior or inferior if they score above or below that standard.

Student Electronic Portfolio:

Student portfolios are assessed as Novice, Apprentice, Practitioner, or Expert based on the following standard:

Novice: lack of substantial evidence of logical and strategic reasoning, and of conceptual knowledge in each criterion;

Apprentice: demonstration of substantial strategic thinking and problem solving abilities, and of complex conceptual knowledge;

Practitioner: demonstration of deep understanding of conceptual knowledge and strategic thought, and of serious analytical and problem solving abilities;

Expert: demonstration of practitioner status and of genesis, analysis, synthesis, articulation, and actualization.

Internship Evaluation:

Student Performance is rated as Novice, Apprentice, Practitioner, or Expert.

Novice: performs well, but needs direction and lacks initiative.

Apprentice: needs minimal direction, demonstrates initiative and perseverance, and demonstrates an understanding of conceptual application.

Practitioner: demonstrates initiative, conceptual application, broad understanding of business operations, including contextual knowledge.

Expert: demonstrates practitioner status and an understanding of organizational success in a competitive setting.

Capstone Course:

Students are graded using a traditional system of A, B, C, D, F with qualifiers (see course syllabus for course rubric).

Indirect Instruments

Graduate Exit Survey:

Students are given the opportunity to evaluate the totality of their experience at UMFK.

The standard is that no response is below neutral.

Superior performance is indicated by a majority of responses above neutral.

Inferior performance is indicated by twenty percent of responses below neutral.

Alumni Survey:

Five years after graduation, alumni are given the opportunity to evaluate the totality of their experience at UMFK.

The rubric is the same as that used for a graduate exit survey.

Student GPA:

Student GPA is calculated for the following:

- a. Six Required General Education Basic Skills Courses
- b. Required Core Courses
- c. Major Program Courses
- d. All Courses.

A student is rated as Very Successful, Successful, or Marginally Successful as follows:

Marginally Successful: a. 2.0, b. 2.5, c. 2.5, d. 2.2

Successful: a. 2.5, b. 2.8, c. 2.8, d. 2.7

Very Successful: a. 3.0, b. 3.2, c. 3.2, d. 3.1

Student Learning Outcomes Assessment Plan

Assessment of student learning within the Professional Management Programs consists of three parts: assessing basic general skills, basic management skills, and higher order thinking skills. Basic general skills are assessed prior to initial scheduling, during six basic general education courses and during a mandatory first-year-experience course. Basic management skills are assessed during required core courses and in a comprehensive exam. Higher order thinking skills are assessed in a required capstone course and in an internship. A history of the assessments and examples of student accomplishments are chronicled in individual electronic portfolios.

A. Basic Skills Assessment:

Accuplacer Test Results. Prior to registration in any academic courses, each student must score at or above the thirty fifth percentile in reading comprehension, writing ability, and mathematical computation. This assessment is conducted by the Academic Services Office and occurs before a student enters the Business Management Program.

Critical Learning Assessment Test. All management students, during a required first-year-experience course, take the Critical Learning Assessment Test, and the results are used to ensure that gaps in basic skills are addressed early in their program.

General Education Skills Courses. Management students are required to successfully complete six courses: Eng 100 and 101 English Composition 1 and 2, Bus 219 Business and Professional Speaking, Mat 280 Finite Mathematics 2: Linear Systems and Mathematics of Finance, Mat 351 Statistics, and Cos 103 Introduction to Information Technology. A minimum grade point average of 2.0 is required for these courses before selection of an area of concentration within the Professional Management Programs.

Student Electronic Portfolio. Evidence of proficiency in basic skills is maintained in a student's portfolio.

Required Capstone Course. A capstone course is required. During the assessments in this course, student mastery of basic skills is verified.

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Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of basic skills by two faculty members.

B. Basic Business Skills Assessment:

Student Electronic Portfolio. Evidence of proficiency in basic business skills is maintained in a student's portfolio.

Comprehensive Exam. As a prerequisite for taking a capstone course, each student is required to complete a comprehensive exam of business skills. The test used will be the ETS Major Area Test in Business. Students will usually take this exam in their junior year; the early timing allows time for supplementary instruction if needed.

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of business skills is verified in an applied setting.

Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of business skills by two faculty members.

C. Higher Order Thinking Skills:

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of higher order thinking skills is assessed.

Internship Program. Each internship program has two faculty members involved in assessing a student's ability to operate in a practical setting and apply appropriate higher order thinking skills. The primary faculty member is responsible for mentoring the student and arranging the internship. The secondary faculty member is chosen based on his/her expertise in the student's area of concentration, and he/she acts as a consultant and is directly involved in assessment of the internship experience.

Student Electronic Portfolio. Evidence of demonstrations of mastery of higher order thinking skills is maintained in a student's portfolio, and it is assessed prior to graduation.

Graduate Exit Survey. Prior to graduation, students are interviewed and they complete a survey by the Office of Student Success. They are asked to evaluate their learning experiences. The results of these interviews and surveys are compared to the results of the direct assessments.

Alumni Survey. Five years after graduation, a survey is conducted by the Office of Student Success to assess the success of the student as a business professional and as a citizen, and the results are compared to prior assessments.

Business Management Program

Mission

Consistent with the mission of the Professional Management Programs at the University of Maine at Fort Kent, the Business Management Program fosters excellence in scholarship and

academic achievement in an interactive educational environment. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Goals

The Business Management Program strives to:

1. Offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).
3. Prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Outcomes Assessment Plan

In order to achieve the five goals of the program, the business program assesses the outcomes using the following data:

Goal #BP1: The Business Management Program will offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).

The measurement standards are:

- a. Ninety percent of Internships rate as "Practitioner" or higher
- b. Capstone median grade C or above
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal #BP2: The Business management Program will provide excellence in teaching and learning (Learning).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Capstone median grade C or above
- c. Ninety percent of Student Portfolios rate "Practitioner" or higher
- d. Ninety percent of Internships rate as "Practitioner" or higher
- e. Median General Skill GPA at least 3.0; Core GPA 3.2; Program GPA 3.2; and overall GPA 3.0
- f. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- g. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal #BP3: The Business Management Program will prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration).

The measurement standards are:

- a. Ninety percent of Internships rate as “Practitioner” or higher
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- d. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal #BP4: The Business Management Program will educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).

The measurement standards are:

- a. CLA mean score of cohort in “Expected” range
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Ninety percent of Internships rate as “Practitioner” or higher
- d. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- e. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal #BP5: The Business Management Program will nurture an environment of systemic quality improvement (Excellence).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- d. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Student Outcomes Assessment Plan

Students in the Business Management Program create an electronic portfolio during a required first-year-experience course FYE 100 Knowledge, Skills and Attitudes to Succeed in University (business cohort). They document personal demonstrations of knowledge and skills that satisfy the goals of the student, program and university.

Additionally, students complete standardized tests (Critical Learning Assessment in first and last year, and ETS MFT in business during last year), and they complete an internship (Bus 397 Business management Internship) in their chosen area of concentration. Students are also graded in all courses and their GPA is calculated four ways: general skills, business core, business program, and overall GPA. The student is also given opportunities to rate their education, academic experience and program in an exit survey during their final semester, and in an alumni survey five years after they graduate.

Student Learning Outcomes

In accordance with the mission of the Business Management Program of developing liberally-educated citizens, life-long learners in a changing world, proficient business managers, and entrepreneurs, the Business Management Program has the following goals for student learning:

Goal #BS1: The student will be a liberally-educated citizen.

The measurement standards are:

- a. Student scores "Expected" on CLA test
- b. Student's Portfolio is rated "Practitioner" or higher
- c. Based on multiple GPA measures, Student is rated as "Successful" or higher
- d. Student rates UMFK experience as "Agree" or higher on all six measures

Goal #BS2: The student will be a life-long learner.

The measurement standards are:

- a. Student Portfolio is rated as "Practitioner" or higher
- b. Capstone grade is C or above
- c. Student rates UMFK experience as "Agree" or higher on all six measures on Graduate Exit Survey
- d. Student rates UMFK experience as "Agree" or higher on all six measures on Alumni Survey

Goal #BS3: The student will be a proficient business manager.

The measurement standards are:

- a. Student's Portfolio is rated "Practitioner" or higher
- b. Capstone grade is C or above
- c. Student scores at least 137 on ETS MFT (business)
- d. Internship evaluation rates student as "Practitioner" or higher
- e. Based on multiple GPA measures, Student is rated as "Successful" or higher
- f. Student rates UMFK experience as "Agree" or higher on all six measures on Graduate Exit Survey

Goal #BS4: The student will develop entrepreneurial skills.

The measurement standards are:

- a. Student Portfolio is rated as "Practitioner" or higher
- b. Capstone grade is C or above
- c. Internship evaluation rates student as "Practitioner" or higher

- d. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey
- e. Student rates UMFK experience as “Agree” or higher on all six measures on Alumni Survey

Computer Applications in Business Program

Mission

Consistent with the mission of the Professional Management programs, it is the mission of the UMFK Computer Applications in Business Program to educate and nurture its students to become responsible, knowledgeable and skilled computer professionals capable of performing all tasks common to the fields of computer science/information science/information technology in a business setting; who understand the fundamental tenets of these fields; who possess good critical thinking, communication and problem solving skills; who are cognizant of the ethical dimensions of their actions and inactions; and who are prepared to further their education at the graduate level and/or as life-long learners.

Goals

The Computer Applications Program strives to:

1. Offer a broad selection of computer applications concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).
3. Prepare students for careers in areas of computer technology that satisfy students’ wishes and employers’ needs (Collaboration).
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Outcomes Assessment Plan

In order to achieve the five goals of the program, the computer applications program assesses the goals using the following data:

Goal #CP1: The Computer Applications Program will offer a broad selection of computer applications concentrations to meet the needs of our stakeholders (Stewardship).

The measurement standards are:

- a. Ninety percent of Internships rate as “Practitioner” or higher
- b. Capstone median grade above C
- c. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- d. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal #CP2: The Computer Applications Program will provide excellence in teaching and learning (Learning).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Capstone median grade above C
- c. Ninety percent of Student Portfolios rate "Practitioner" or higher
- d. Ninety percent of Internships rate as "Practitioner" or higher
- e. Median General Skill GPA at least 3.0; Core GPA 3.2; Program GPA 3.2; and overall GPA 3.0
- f. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- g. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal #CP3: The Computer Applications Program will prepare students for careers in areas of computer technology that satisfy students' wishes and employers' needs (Collaboration).

The measurement standards are:

- a. Ninety percent of Internships rate as "Practitioner" or higher
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal #CP4: The Computer Applications Program will educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).

The measurement standards are:

- a. CLA mean score of cohort in "Expected" range
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Ninety percent of Internships rate as "Practitioner" or higher
- d. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- e. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal #CP5: The Computer Applications Program will nurture an environment of systemic quality improvement (Excellence).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Student Outcomes Assessment Plan

Each student will successfully complete a capstone course, complete standardized tests, create an electronic portfolio, complete an internship, and personal surveys. The capstone course is Bus 411 Business Policy and Strategic Planning, and the standardized tests are Critical Learning Assessment and ETS Major Field Test in Business.

In the student electronic portfolios, evidence will be documented that UMFK Computer Applications in Business graduates will have demonstrated the following:

1. a thorough understanding of computers and the technical and human aspects of their impact upon society;
2. knowledge of at least two high-level programming languages and an ability to effectively program in depth in at least one of them;
3. an ability to function individually or as a member of a project team to achieve specific computer based outcomes;
4. an ability to effectively function in all stages of the systems development life cycle;
5. an understanding of computer hardware control logic and micro-architecture design issues;
6. an ability to achieve specific computer-based outcomes via application of effective communication and management skills;
7. an understanding of the intricacies involved in the completion of projects/experiences within a business area;
8. an ability to analyze, synthesize and generate knowledge in a business setting;
9. an ability to effectively communicate ideas and present results in a business setting;
10. an ability to gain employment, admission to graduate school or to establish a start-up business in a computer science, computer information system, management information systems, geographic information systems, educational technology or information assurance/security related field.

The internship is Cos 397 Computer Management Internship. The personal surveys are: Graduate Exit Survey administered in the student's last semester, and Alumni Survey administered five years after graduation.

Student Learning Outcomes

Goal #CS1: The student will be a liberally-educated citizen.

The measurement standards are:

- a. Student scores "Expected" on CLA test
- b. Student's Portfolio is rated "Practitioner" or higher
- c. Based on multiple GPA measures, Student is rated as "Successful" or higher
- d. Student rates UMFK experience as "Agree" or higher on all six measures

Goal #CS2: The student will be a life-long learner.

The measurement standards are:

- a. Student Portfolio is rated as "Practitioner" or higher

- b. Capstone grade is C or above
- c. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey
- d. Student rates UMFK experience as “Agree” or higher on all six measures on Alumni Survey

Goal #CS3: The student will be a proficient business manager.

The measurement standards are:

- a. Student’s Portfolio is rated “Practitioner” or higher
- b. Capstone grade is C or above
- c. Student scores at least 137 on ETS MFT (business)
- d. Internship evaluation rates student as “Practitioner” or higher
- e. Based on multiple GPA measures, Student is rated as “Successful” or higher
- f. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey

Goal #CS4: The student will develop entrepreneurial skills.

The measurement standards are:

- a. Student Portfolio is rated as “Practitioner” or higher
- b. Capstone grade is C or above
- c. Internship evaluation rates student as “Practitioner” or higher
- d. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey
- e. Student rates UMFK experience as “Agree” or higher on all six measures on Alumni Survey



Electronic Commerce Program

Mission

Consistent with the mission of the Professional Management Programs, the mission of the Electronic Commerce Program is to provide a liberal education to students interested in Electronic Commerce careers and prepare them to work for both small and large businesses that are preparing for or have entered the global economy of the information age.

Goals

The Electronic Commerce Program strives to:

1. Offer a broad selection of computer applications concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).

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3. Prepare students for careers in areas of computer technology that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Outcomes Assessment Plan

Program Outcomes

Goal EP #1: The Electronic Commerce Program will offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).

The measurement standards are:

- a. Ninety percent of Internships rate as "Practitioner" or higher
- b. Capstone median grade above C
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal EP #2: The Electronic Commerce Program will provide excellence in teaching and learning (Learning).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Capstone median grade above C
- c. Ninety percent of Student Portfolios rate "Practitioner" or higher
- d. Ninety percent of Internships rate as "Practitioner" or higher
- e. Median General Skill GPA at least 3.0; Core GPA 3.2; Program GPA 3.2; and overall GPA 3.0
- f. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- g. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal EP #3: The Electronic Commerce Program will prepare students for careers in areas of business that satisfy students' wishes and employers' needs (Collaboration).

The measurement standards are:

- a. Ninety percent of Internships rate as "Practitioner" or higher
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal EP #4: The Electronic Commerce Program will educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).

The measurement standards are:

- a. CLA mean score of cohort in "Expected" range
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Ninety percent of Internships rate as "Practitioner" or higher
- d. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- e. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal EP #5: The Electronic Commerce Program will nurture an environment of systemic quality improvement (Excellence).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Ninety percent of Student Portfolios rate "Practitioner" or higher
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

The program combines elements from the Bachelor of Science in Business Management and the Bachelor of Science in Computer Applications, as well as the area of Electronic Commerce. It is the educational synergy that exists among such programs that the University aims to build upon and extend to students in a more focused and directed program of study. The Electronic Commerce Program enables students to maximize their preparation for careers and future academic aspirations related to the evolving Internet marketplace.

The vision of the Electronic Commerce Program at UMFK is to prepare students for the challenges of today's modern electronic business environments. Graduates will have a strong background in both the business and computer fields and will be well-rounded professionals with the ability to solve problems and adapt to the ever-changing field of Electronic Commerce.

The Program will utilize the Student Electronic Portfolios to document the following program-specific outcomes:

Graduates will be skilled in marketing, management, and computer applications and will be prepared for technical leadership roles through:

- 1) Cadre (team) building
- 2) Broad-based technical underpinnings with one or two specialist areas
- 3) Understanding of the implications of within an organizational context and within broader social contexts

Student Learning Outcomes

Appendices

Goal ES #1: The student will be a liberally-educated citizen.

The measurement standards are:

- a. Student scores “Expected” on CLA test
- b. Student’s Portfolio is rated “Practitioner” or higher
- c. Based on multiple GPA measures, Student is rated as “Successful” or higher
- d. Student rates UMFK experience as “Agree” or higher on all six measures

Goal ES #2: The student will be a life-long learner.

The measurement standards are:

- a. Student Portfolio is rated as “Practitioner” or higher
- b. Capstone grade is C or above
- c. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey
- d. Student rates UMFK experience as “Agree” or higher on all six measures on Alumni Survey

Goal ES #3: The student will be a proficient business manager.

The measurement standards are:

- a. Student’s Portfolio is rated “Practitioner” or higher
- b. Capstone grade is C or above
- c. Student scores at least 137 on ETS MFT (business)
- d. Internship evaluation rates student as “Practitioner” or higher
- e. Based on multiple GPA measures, Student is rated as “Successful” or higher
- f. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey

Goal ES #4: The student will develop entrepreneurial skills.

The measurement standards are:

- a. Student Portfolio is rated as “Practitioner” or higher
- b. Capstone grade is C or above
- c. Internship evaluation rates student as “Practitioner” or higher
- d. Student rates UMFK experience as “Agree” or higher on all six measures on Graduate Exit Survey
- e. Student rates UMFK experience as “Agree” or higher on all six measures on Alumni Survey

Students will document the following in their electronic portfolios:

The student learning outcomes are based on three broad areas; cognitive knowledge, managerial know-how, and technical skills. Demonstration of the knowledge, abilities, and skills required in all the outcomes is an integral component of student assessment in the program. Students will demonstrate the following:

1. Genesis
 - entrepreneurship qualities
 - the ability to create, articulate and market an initiative
 - leadership
2. Analysis
 - the ability to analyze existing firm's business models for suitability for initiatives
 - the ability to analyze existing or proposed initiatives for suitability to a firm's needs and desires
 - the ability to reason critically and in doing so determine the probability of success of an initiative
3. Synthesis
 - the ability to conduct independent research
 - the ability to absorb new bodies of knowledge and understand the relationship and impact of the new body of knowledge on existing knowledge
4. Articulation
 - the ability to be effective communicators using multiple mediums (oral, written, electronic) individually and collectively
5. Actualization
 - the ability to make things happen
 - the ability to set realistic goals and achieve those goals
 - the ability to move ideas and concepts from the theoretical to a viable application
6. Managerial abilities in the following areas:
 - Financial
 - Ethical
 - Marketing
 - Human resources
 - Leadership
 - Project planning and management
 - Operations management
7. Technical skills in the following areas:
 - Programming
 - Procedural & Scripting
 - Object Oriented
 - Markup Languages
 - System analysis

- Needs assessment
- System design and specification
- Project management
- Networks
 - Design
 - Administration
 - Security
- Databases
 - Design
 - Transaction programming

Student Learning Outcomes Assessment Plan

Students are required to complete a Capstone Course: Bus 411 Business Policy and Strategic Planning. In addition, students are assessed in all classes using various means including written assignments, quizzes and exams, along with comprehensive final exams or capstones projects in all classes. While in the Electronic Commerce Program students will also prepare an Electronic-Business plan and an Electronic-Marketing plan that will be used for student assessment and to guide the student's further explorations. Case study analysis and composition by individual and groups will be used for student and peer assessment in the upper level Electronic Commerce courses. Peer assessment is a significant part of the upper level Electronic Commerce classes allowing for a cross-collaborative exchange of ideas and experiences as well as an indication of future success working in a team environment.

Computer science courses within the program will have Capstone projects. A Capstone project is a personally-designed, independently conducted activity that enables the student to gain higher-order knowledge/skills in one or more of the course topics, which they have found or believe to be especially interesting or beneficial. The project represents a significant portion of the final grade for the course and is therefore expected to represent attainment of advanced knowledge/skill levels in the selected topic. Students will be required to present your Capstone project before their fellow students.

Electronic Commerce students are also required to complete an internship. The E-Commerce simulator will be a supervised, project based, semester long, integrative, real world experience. Students will be assessed by their peers, faculty sponsor and an internship/simulator supervisor on their skills and abilities as well as the probability of their success in their chosen field.

All of the above listed items are documented in a Student Electronic Portfolio, and graduates will have an opportunity to complete a graduate exit survey, an alumni survey, and provide feedback about the quality and effectiveness of the program and the education they have received.

Rural Public Safety Administration Program

Mission

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Consistent with the mission of the Professional Management Programs, the Rural Public Safety Administration Program has a mission to educate students about institutions, systems and practices related to public safety, law enforcement, the criminal justice system, and management in the public or not-for-profit sector, with an emphasis on rural issues; develop intellectual curiosity, analytical skills and academic scholarship; provide opportunities for community service, service learning projects and field experience; and to prepare students for professional employment opportunities. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient managers and entrepreneurs.

Goals

The Rural Public Safety Administration major provides a liberal arts/public management background for students interested in orienting a career in public service and public safety administration.

The Rural Public Safety Administration Program strives to:

1. Offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).
3. Prepare students for careers in areas that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Outcomes Assessment Plan

Program Outcomes

Goal PP #1: The Rural Public Safety Administration Program will offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).

The measurement standards are:

- a. Ninety percent of Internships rate as "Practitioner" or higher
- b. Capstone median grade above C
- c. Graduate Survey 80% or better "Agree" or "Strongly Agree"
- d. Alumni Survey 80% or better "Agree" or "Strongly Agree"

Goal PP #2: The Rural Public Safety Administration Program will provide excellence in teaching and learning (Learning).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Capstone median grade above C
- c. Ninety percent of Student Portfolios rate "Practitioner" or higher
- d. Ninety percent of Internships rate as "Practitioner" or higher

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- e. Median General Skill GPA at least 3.0; Core GPA 3.2; Program GPA 3.2; and overall GPA 3.0
- f. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- g. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal PP #3: The Rural Public Safety Administration Program will prepare students for careers in areas of business that satisfy students’ wishes and employers’ needs (Collaboration).

The measurement standards are:

- a. Ninety percent of Internships rate as “Practitioner” or higher
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- d. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal PP #4: The Rural Public Safety Administration Program will educate students in the liberal arts in order to broaden their horizons and deepen their understanding of society and the world (Citizenship).

The measurement standards are:

- a. CLA mean score of cohort in “Expected” range
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Ninety percent of Internships rate as “Practitioner” or higher
- d. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- e. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Goal PP #5: The Rural Public Safety Administration Program will nurture an environment of systemic quality improvement (Excellence).

The measurement standards are:

- a. ETS MFT (business) median score between 137 and 167
- b. Ninety percent of Student Portfolios rate “Practitioner” or higher
- c. Graduate Survey 80% or better “Agree” or “Strongly Agree”
- d. Alumni Survey 80% or better “Agree” or “Strongly Agree”

Student Learning Outcomes

Goal PS #1: The student will be a liberally-educated citizen.

The measurement standards are:

- a. Student scores “Expected” on CLA test

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- b. Student's Portfolio is rated "Practitioner" or higher
- c. Based on multiple GPA measures, Student is rated as "Successful" or higher
- d. Student rates UMFK experience as "Agree" or higher on all six measures

Goal PS #2: The student will be a life-long learner.

The measurement standards are:

- a. Student Portfolio is rated as "Practitioner" or higher
- b. Capstone grade is C or above
- c. Student rates UMFK experience as "Agree" or higher on all six measures on Graduate Exit Survey
- d. Student rates UMFK experience as "Agree" or higher on all six measures on Alumni Survey

Goal PS #3: The student will be a proficient public or not-for-profit administrator.

The measurement standards are:

- a. Student's Portfolio is rated "Practitioner" or higher
- b. Capstone grade is C or above
- c. Student scores at least 137 on ETS MFT (business)
- d. Internship evaluation rates student as "Practitioner" or higher
- e. Based on multiple GPA measures, Student is rated as "Successful" or higher
- f. Student rates UMFK experience as "Agree" or higher on all six measures on Graduate Exit Survey

Goal PS #4: The student will develop entrepreneurial skills.

The measurement standards are:

- a. Student Portfolio is rated as "Practitioner" or higher
- b. Capstone grade is C or above
- c. Internship evaluation rates student as "Practitioner" or higher
- d. Student rates UMFK experience as "Agree" or higher on all six measures on Graduate Exit Survey
- e. Student rates UMFK experience as "Agree" or higher on all six measures on Alumni Survey

Student Learning Outcomes Assessment Plan

Students are assessed in all classes using various means including written and oral assignments, quizzes, midterm and final exams, and research projects. Courses may also utilize case studies,

term papers and team projects and presentations to enhance the students understanding and knowledge transfer.

All Public Safety Administration students will complete two standardized tests: Critical Learning Assessment and ETS Major Field Test in Business. In addition they will create an electronic portfolio to document personal demonstrations of knowledge and skills required by the program and institution.

The following will be documented in the Student Electronic Portfolio:

1. the ability to analyze, synthesize and generate knowledge in their chosen field of study (analysis)
2. the ability to analyze a fact situation and determine options and solutions (analysis)
3. the ability to reason critically and make informed decisions (analysis)
4. the ability to conduct independent research (synthesis)
5. the ability to absorb new bodies of knowledge and understand the relationship and impact of the new body of knowledge on existing knowledge (synthesis)
6. the ability to be effective communicators using multiple mediums (oral, written, electronic) individually and collectively (articulation)
7. the ability to make things happen (actualization)
8. the ability to set realistic goals and achieve those goals (actualization)
9. the ability to move ideas and concepts from the theoretical to a viable application in public safety (actualization)
10. public service abilities in the following areas:
 - a. Financial
 - b. Ethical
 - c. Public Safety
 - d. Policy
 - e. Leadership
 - f. Management

All Public Safety Administration students will complete an internship. The internship will be a supervised, project based, integrative, field experience. Students will be assessed by their faculty advisor and their internship supervisor on their skills, abilities and management potential, as well as the probability of their success in their chosen field.

Additionally, each student will complete a Capstone course. The Capstone course enables the student to further their knowledge/skills in one or more program areas, which they have found or believe to be especially interesting or beneficial. The student is expected to demonstrate managerial and entrepreneurial knowledge and skills.

Graduates also have an opportunity to complete an exit survey and an alumni survey to provide feedback regarding the quality and effectiveness of the education received.

Student Personal Development Program for Management Programs

Within the Professional Management Programs at the University, student personal development is a priority. The following describes a systemic program that encourages the personal development of each student.

Under the leadership of the Vice President of Academic Affairs, the following are involved in student development: the Office of Student Affairs, the Office of Academic Services, the Office of Student Success, the Chair of the Division of Natural and Behavioral Sciences, the four Program Coordinators, and the students' advisers/mentors. They collaborate to provide direction, encouragement, and assistance to each student according to individual student situations.

The process begins with initial advising in which students are tested for proficiency in basic reading, writing and mathematical skills by the Office of Academic Services. Students are subsequently advised by a team of two advisers, with one concentrating on exploring program options and student strengths, weaknesses and aspirations, and the other concentrating on building an initial schedule and transitional issues. Each student is also assigned to a mandatory first-year-experience course that emphasizes knowledge, skills and attitudes to be successful as a student, as a person, and as a professional. Together, the two advisers and the first-year-experience instructor assist the student to select a permanent adviser/mentor to bond with and develop academically and professionally. The student's social transition is also monitored by the Office of Student Affairs. The entire process is overseen by the Director of Student Success.

In terms of skills development, basic skills development is ensured through initial placement testing and mandated general education courses. Basic management skills are ensured through demonstrated proficiency via an electronic portfolio and comprehensive testing prior to admission to a concentration within the management programs. Higher order learning skills are ensured through a mandatory capstone course and a mandatory internship. The entire process is evidenced in the students' electronic portfolios, and each portfolio is evaluated to ensure development as a person, as a learner, and as a professional.

In each concentration area, a student is required to complete a capstone course and an eight-to-twelve credit internship in addition to maintaining an electronic portfolio that demonstrates achievement in that concentration. The faculty members in the area of concentration evaluate the capstone experiences, the internship experiences, and the student's portfolio to ensure the student is prepared to enter a career or to go on to graduate studies.

Additionally, each graduate is interviewed, and completes an exit survey prior to graduation. Five years after graduation, alumni will be surveyed for their evaluation of their learning and

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experience at the University. Career counseling and personal development is monitored by the adviser/monitor, Program Coordinator and Director of Student Success.

Appendix 5.8

IACBE Preliminary Report



INTERNATIONAL ASSEMBLY
for COLLEGIATE BUSINESS EDUCATION

fw

June 4, 2007

Dr. Raymond Albert
Natural/Behavioral Sciences Chair
University of Maine Fort Kent
23 University Drive
Fort Kent, ME 04743

Dear Dr. Albert:

This is a preliminary report on the findings of the accreditation site-visit team (Bill Parrott and Jack Green) after their trip to your campus on May 8-9, 2007. The IACBE Board of Commissioners will review this report and your response at its next meeting, and will use this information in determining the accreditation status of your business programs.

After reviewing the findings in this letter, please provide the IACBE with a written response to each finding, indicating whether you agree with or take exception to the findings and providing clarification as necessary and helpful. Also, please provide any requested information by the deadlines indicated. The self-study reviewed for this report was produced by using the IACBE's *Accreditation Manual - April 2007*.

Site Team Findings:

Principle 1.0, Outcomes Assessment:

There is an outcomes assessment plan on file with the IACBE. It covers all the expected areas in an outcomes assessment plan, but it could be clarified and simplified. There are a few missing pieces that need to be included:

- Two direct and two indirect measures of student learning are needed in the Computer Application in Business concentration.
- Clarification of the direct and indirect measures is needed in the E-commerce degree.
- Clarification of the two direct and two indirect measures of learning is needed for the Rural Public Safety degree.
- You need to include a separate section dealing with how the business unit measures its effectiveness.

Copies of all the identified measurement instruments and associated interpretive rubrics will need to be included in the outcomes assessment plan.

Since the outcomes assessment plan is new this year and you expect to get results of its implementation following this semester, you will need to report the results and what changes and improvements have been identified. These results will need to be submitted before the commissioners can review your self study.

Principle 2.0, Strategic Planning:

There is a strategic plan in place. There are a few areas that could use some refinement. The profile of the unit has been addressed, but it could use some deeper analysis. There is a skeletal description of the unit's resources, but the details need to be developed and should be connected to the operational effectiveness section of the assessment plan. The areas in the external analysis that have been labeled as "to be defined" need to be addressed.

Principle 3.1 Program Design:

The Rural Public Safety Administration degree may not meet the IACBE program expectations for business degree programs. The CPC table and corresponding syllabi for the degree appear to show sufficient coverage in the business areas. Your students, however, indicated a desire to have more business coverage in this degree. The IACBE requires that at least 20 percent of the total credit hours for a degree be in business courses for the program to be eligible for accreditation. Please provide documentation that this program meets the IACBE criteria.

Principle 3.2, Common Professional Component:

The accounting concentration appears to have low CPC coverage in human resources management and international/global dimensions of business. The E-business concentration appears to be low in human resources management, legal/ethical issues, and international/global dimensions of business. The computer applications degree appears to be low in organizational behavior, legal/ethical issues, and international/global dimensions of business.

On the whole, an increase in coverage of international/global dimensions of business would benefit your students who will be working in the global marketplace.

Principle 3.5, Curriculum Review and Improvement:

The process for developing or changing curricula was not clear to the site visit team. Please provide a clear explanation for how this process works at your university.

Principle 4.1, Faculty Qualifications:

The business faculty appears to be stretched to cover all of the courses and concentrations offered. In particular, the qualifications of existing faculty members to teach marketing courses are weak. There appears to be a need for additional faculty to cover some of the areas that the current faculty are stretched to cover.

Principle 4.2, Faculty Load:

The site visit team could not determine the normal teaching load for a faculty member. The team was told it was 12 credit hours a semester, but they could not find an official document that supports the stated normal teaching load. Evidence will need to be submitted that demonstrates the 12 credit hour teaching load.

Principle 6.1, Financial Resources:

Table 10 did not include the entire self-study year. Please revise and resubmit this table.

Principle 7.4, Business and Industry Linkages:

At this time there is not a functioning business advisory board for most of the programs. It is the site visit team's understanding that a board is in the process of being formed.

Commendation:

Principles 6.2 - Facilities and 6.4 - Educational Technology and Support:

The facilities and educational technology are excellent. The campus is wireless, including the green spaces. The support for the needs of faculty and students goes beyond normal expectations.

Thank you for the hospitality you provided to the site visit team. For your accreditation to be reviewed by the IACBE Board of Commissioners at its November meeting, your response and all supporting materials will need to be submitted to the IACBE by September 1, 2007.

Sincerely,



Robert H. Roffler, Ph.D.
President

cc: Dr. Richard Cost, President
Dr. Rachel Albert, Vice President for Academic Affairs
Dr. Roger Roy, Associate Professor

University of Maine – Fort Kent

Degrees Reviewed in the Self-Study

Bachelor of Science

- Business
 - Accounting
 - E-Business
 - Finance
 - Financial Services
 - Human Resources
 - Marketing
 - Small Business Management
- Computer Applications with a concentration in Business
- E – Commerce
- Rural Public Safety Administration

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Appendix 5.9

Maine Department of Education Program Accreditation Memo

August 1, 2007

Dr. Bruno G. Hicks
Chair – Department of Education
University of Maine at Fort Kent
25 Pleasant Street
Fort Kent, Maine 04743

Dear Dr. Hicks:

I am writing to formally convey, for your records, what you by now already know. During its April 11, 2007 meeting, the Maine State Board of Education voted to accept the Interim Report submitted by you on behalf of the University of Maine at Fort Kent Department of Education.

There were several questions posed by Board members and it was good that Dr. Albert was also present to make responses. The Board expects that the current status for each of the recommendations contained in the Interim Report will be incorporated into the self study for the next UMFK program review scheduled for 2010.

I wish you, your faculty, staff and students continued success. Should you, at any time, wish to contact me, I may be reached via e-mail: harry.osgood@Maine.gov or by calling (207) 624-6846.

Sincerely,

Harry W. Osgood
Higher Education Specialist

University of Maine at Fort Kent
Appendix 5.9

Maine Department of Education Program Accreditation Memo

August 1, 2007

Dr. Bruno G. Hicks
Chair – Department of Education
University of Maine at Fort Kent
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Fort Kent, Maine 04743

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Sincerely,

Harry W. Osgood
Higher Education Specialist

Appendix 5.10

**Division of Education
Summary of Substantive Program Changes
2005-2007**

The recommendations made by the review team to the UMFK Division of Education and to the Department of Education have been taken seriously by the education faculty and the institutional administration. As a result, the following summarizes substantive changes that have occurred in the Division of Education over the past several years to address the areas of concern for standard one and two. As we move forward, ongoing efforts will continue to strengthen program expectations for initial teacher candidate performance and assessment system and unit evaluation.

Standard One: Initial Teacher Candidate Performance

- To address the need for early exposure opportunities, practicum field experiences now include 40 hours within the first two years.
- To determine individual learning proficiencies, and address the need to develop and fully implement a candidate assessment system that consists of multiple, summative measures, all students now create a professional portfolio that addresses each of the ten program standards. Each portfolio must include artifacts that are appropriate for pre-service teachers who are involved in the course work phase of their program. Academic advisors supervise the process. Successful completion of the Praxis I exam is required for all students to enter major or educational core. Formative and summative assessments for student teaching have been aligned with the standards to bring consistency in assessment of initial student performance.
- To address inconsistency from one section of a course to another, course syllabi are now aligned with the standards and each course has relevant assignments and assessment that can be used by students to document their progression in meeting the ten standards. Faculty are now working together to ensure that students in a course with multiple faculty have common opportunities to work towards meeting the ten standards. Science and Social Studies courses have been modified to bring more commonality to those courses.
- To ensure that all stakeholders are knowledgeable of the vision, mission, and conceptual framework of the programs, including the ten standards for beginning teachers, the divisional faculty members have worked with area supervisors and mentor teachers, as well as faculty in Maritime Canada to increase awareness. An adjunct faculty handbook has also been developed, which outlines the vision, mission, and conceptual framework, along with assessment and divisional protocols.

- The implementation of a planned portfolio and standards-based approach to student teacher supervision provides evidence that students recommended for state certification clearly demonstrate proficiency with each of the ten Maine Initial Teacher Standards.

Standard Two: Assessment System and Unit Evaluation

- Since the review team's visit in 2005, a systematic means of collecting and analyzing data from multiple sources for both candidate and program evaluation has been implemented.
- The primary focus for the last two years has been on implementing processes for collecting data that demonstrates candidate's standards-based proficiency for beginning teachers, including formalizing the ten standards throughout the curriculum, implementing a standards-based portfolio process, and educating all stakeholders.
- The first annual review of data took place in December, 2005. Multiple sources of review included program, exit, and alumni survey data. Actions taken are identified in the report and attached in the appendix. The next annual review will include review of student performance on Praxis II, professional portfolio rubrics, summative evaluations from student teaching, exit, and alumni survey results.
- Since the review an advisory board was formed, which has met for the last two semesters and has proven to be an effective sounding board for the division.
- To ensure ongoing systematic program review, the division has approved a timeline for program review procedures to monitor the processes of initial teacher performance; assessment systems and unit evaluations; field experience; diversity; faculty qualifications, performance, and development; and unit governance and resources, as outlined in appendix I.
- To systematically monitor program effectiveness, a draft plan that includes indicators and target benchmarks has been developed. The plan (see appendix J) calls for a review of Praxis II, cumulative portfolio, alumni survey, and exit survey data, which will assist in ascertaining program strengths and weaknesses. Implementation of these additional assessment components will provide a greater basis for conducting program reviews.
- Additional resources have been allocated for the effective development of a standards-based unit evaluation system, including the addition of a new Director of Student Teaching, two terminally prepared faculty members, and moving a part-time faculty member to fulltime, as well as adding a fulltime fixed-length faculty appointment.

Appendix 5.11

Nursing Program Effectiveness and Student Achievement Table

Indicators, Schedule, & Benchmarks
2005-2006

Assessment Indicators	Instrument/ Methods	Frequency & Schedule of Administration	Target Benchmarks	Outcomes	Actions
I. Student Performance					
Critical Thinker	California Critical Thinking Test	Junior/S1 Senior/S2 N=6	80% of seniors will maintain or demonstrate an improvement in total CCTT score from junior level.	50% of seniors demonstrated maintenance or improvement in total CCTT score.	Not achieved. Results continue to be mixed from year to year. Since other measures of critical thinking, will stop using this test.
	Comprehensive Core Course Exams including: NUR 330 NUR 335 NUR 360 NUR 365 NUR 352 NUR 425 NUR 497	Junior & Senior levels NUR 330 (N= 43) NUR 335 (N= 46) NUR 360 (N= 35) NUR 365 (N= 33) NUR 352 (N= 40) NUR 425 (N= 9) NUR 497 (N = 6)	90% of students will achieve 73% or better.	<u>NUR 330: 72%</u> of students achieved 73% or better. <u>NUR 335: 91 %</u> of students achieved 73% or better. <u>NUR 360: 77%</u> of students achieved 73% or better. <u>NUR 365: 100%</u> of students achieved 73% of better. <u>NUR 352: 95%</u> of students achieved 73% or better. <u>NUR 425: 89%</u> of students achieved 73% or better. <u>NUR 497: 100%</u> of students achieved 73% or better.	Mixed Results. Continue striving to achieve faculty stability and enhance testbank development. Lisa T. working with Lisa E. on item writing for Fall semester. Will attempt to introduce test taking strategies and exams with higher level of critical thinking at earlier levels.
	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on critical thinking competencies.	100% of seniors achieved satisfactory level	Achieved

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	HESI® Specialty Exam Including: Maternity Pediatric Psychiatric Med-Surg Pharmacology	Junior/S1 N= 44 Junior/S2 N= 38 Junior/S2 N= 40 Senior/S1 N= 8 Senior/S1 N= 8	85% of students will achieve 850 or better on first try.	Maternity: 25% of students achieved 850 or better. Pediatric: 50% of students achieved 850 or better. Psychiatric: 38% of students achieved 850 or better. Med-Surg: 75% of students achieved 850 or better. Pharmacology: 86 % of students achieved 850 or better	Mixed Results. Continue striving to achieve faculty stability and enhance testbank development. Lisa T. working with Lisa E. on item writing for Fall semester. Will attempt to introduce test taking strategies and exams with higher level of critical thinking at earlier levels.
	HESI® Exit Exam	Senior/S2 N= 8	100% of seniors will achieve 900 or better at first attempt.	75% of seniors achieved 900 or better at first attempt.	Not achieved. Stable result. Continue to work on student critical thinking.
	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate critical thinking competencies at "4" or better.	97% of seniors rated the critical thinking competency adequate or better.	Achieved
Effective Communicator	HESI® Exit	Senior/S2 N=8	100% of seniors will achieve 900 or better.	75% of seniors achieved 900 or better	Not achieved.
	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate communication competencies at "4" or better.	100% of seniors rated communication competency adequate or better.	Achieved
	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on communication competencies.	100% of seniors achieved satisfactory level on communication competencies.	Achieved
	Role Paper & Presentation	NUR 497 Capstone Course	80% of seniors will achieve "4" or better on rubric.		No data available
Technically Skilled Practitioner	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate technical skills competencies at "4" or better.	100% of seniors rated technical competency adequate or better.	Achieved

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	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on technical skills.	100% of seniors achieved satisfactory level on technical competencies.	Achieved
	Final Skills Check-off	NUR 425 Lab N=8	100% of seniors will pass on first try.	100 % of seniors passed on first try.	Achieved
Provider of Care	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate provider of care competencies at "4" or better.	97% of seniors rated provider of care competencies adequate or better	Achieved
	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on provider of care competencies.	100% of seniors achieved satisfactory level on provider of care competencies.	Achieved
	Nursing Care Plan	NUR 330	80% of juniors will achieve 73% or better.	100% of juniors achieved 73% or better. (n=44)	Achieved
	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate teacher/learner component at "4" or better.	100% of seniors rated the teacher/ learner competency adequate or better.	Achieved
Teacher-Learner	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on teacher/learner role.	83% of seniors achieved satisfactory level.	Achieved
	Teaching Plan	NUR 335	80% of students will achieve 73% or better.		No data available
	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate leadership component at "4" or better.	88% of seniors rated leadership competency adequate or better.	Achieved
Leader	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on leadership role.	83% of seniors achieved satisfactory level.	Achieved
	Portfolio & Case Study Analysis	NUR 407 N=20	80% of students will achieve 73% or better.	84% of students achieved 73% or better.	Achieved
	Community Application Project	NUR 456	80% of students will achieve 73% or better.	100% of students achieved 73% or better	Achieved

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Research Utilizer	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate research utilizer component at "4" or better.	100% of seniors rated research utilizer competency adequate or better.	Achieved
	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on research utilizer role.	83% of seniors achieved satisfactory level.	Achieved
	Research Utilization Project	NUR 401 N=31	80% of students will achieve 73% or better.	100% of students achieved 73% or better.	Achieved
Professional	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate professional component at "4" or better.	100% of seniors rated professional competency adequate or better.	Achieved
	Student Clinical Evaluation Tool	Post Preceptorship N=6	80% of seniors will achieve "4" or better on professional role.	100% of seniors achieved satisfactory level on professional role.	Achieved
Student Professional Performance	Portfolio	Senior/S2	90% of senior will achieve evidence of meeting program outcomes.	% of seniors achieved program outcomes.	No data available
II. Program Effectiveness					
Student Program Evaluation	Program Exit Survey	Senior/S2 N=6	80% of seniors will rate overall program at "4" or better.	100% of seniors rated the overall program adequate or better.	Achieved
Graduation Rate	Registrar Database	Post graduation N=14	75% of students will graduate within 2 years of taking NUR 300.	79% of students graduated in 2 years.	Achieved
NCLEX First Time Pass Rate	Licensure Exam	Post graduation N=7	90% of graduates will achieve first time pass on NCLEX	100% of graduates achieved first time pass on NCLEX.	Achieved
Employer Program Evaluation	Employer Survey	1 year post graduation N=1	80% of employers will rate overall program at "4" or better.	100% of employers rated the program overall adequate or better.	Achieved. Difficult to evaluate due to extremely poor employer response. 3 surveys sent out.
Graduate Program Evaluation	Graduate Survey	1 year post graduation N=1	80% of graduates will rate overall program at "4" or better	100% of graduates rated program overall adequate or better.	Achieved
Employment Rate	Graduate Survey	1 year post graduation	90% of graduates will be employed in nursing	100% of graduates employed within 2 months of passing	Achieved

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			within 2 months of successful NCLEX completion.	NCLEX	
Graduate Accomplishment	Alumni Survey	2003 Every 5 years	20% of alumni will pursue graduate studies.	% of graduates have pursued graduate studies	Not Achieved.
	Alumni Survey	2003 Every 5 years	20% of alumni will hold formal leadership positions in nursing or the community		Not Achieved.
Faculty Accomplishment	Annual Faculty Report	End of Each Academic Year	The faculty will submit 2 manuscripts for publication.	2 Faculty submitted manuscripts	Achieved
	Annual Faculty Report	End of Each Academic Year	The faculty will present at 2 national conferences.	1 Faculty presented at national conferences.	Not Achieved. Difficult to evaluate due to small faculty numbers.

Appendix 5.12
Spring 2007 UMFK Graduate Exit Report

Methodology

This survey was intended to assess the overall experience of graduating students while at UMFK. Also of equal interest were the future plans of our graduates, whether for further education or on the job market. The survey questionnaire was designed and fielded by Kate Fecinta (Student Success Coordinator), with input and assistance from the Council on Institutional Effectiveness and Assessment. In May of 2007, prior to graduation, all students were notified of the survey by email, and were asked to go to an online site and complete the questionnaire. A copy of the survey questionnaire is attached.

Analysis of Results

Of the 302 graduating students contacted, 73 (24%) students responded to the survey. Of these, 67% (n= 49) were female, 74% (n=54) were commuters, and 86% (n=63) were full time students. Table 1 (below) summarizes the basic characteristics of these respondents. It is interesting to note that over 42% of these graduates were over 25 years old, and almost 18% were 35 or older. This is a heartening demonstration of one aspect of student diversity at UMFK. As would be expected, our largest group of graduates majored in education (38%, n=28); the next largest group were nursing majors (19%, n-14).

TABLE 1 - Demographic Information

<u>Age</u>			<u>Degree</u>			<u>Final GPA</u>		
	Frequency	Percent		Frequency	Percent		Frequency	Percent
Under 21	13	17.81	AA	5	6.85	2.00-2.69	4	5.48
22-25	29	39.73	AS	7	9.59	2.70-3.69	33	45.21
25-34	18	24.66	BA	4	5.48	3.70-4.00	36	49.32
35-44	10	13.70	BS	19	26.03	Total	73	100.00
45-54	3	4.11	BSN	13	17.81			
Total	73	100.00	BUS	25	34.25			

Total	73	100.00
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TABLE 1 (cont.)

Major

	Frequency	Percent
Behavioral / Social Science	7	9.59
Business / Computer Science / ECommerce	7	9.59
Criminal Justice / Public Safety Administration	6	8.22
Elementary / Secondary Education	28	38.36
English	1	1.37
Environmental Science / Biology / Forestry	10	13.70
Nursing	14	19.18
Total	73	100.00

Overall, most graduates appear to be well pleased with their experience at UMFK: respondents gave a mean rating of 4.2 to aspects of their General Learning Outcomes. Graduates gave highest ratings to their ability to understand individual and societal behaviors (mean=4.53, n=73, on a scale where 1=Strongly Disagree and 5=Strongly Agree) and their confidence in their ability to think critically (mean=4.53, n=73). General Learning Outcomes where respondents gave the lowest ratings were in their understanding of European history (mean=3.45, n=73) and of historical perspectives (mean=3.9, n=73). Overall, graduates consistently ranked Global Learning Outcomes at a rating of “Agree” or “Strongly Agree”, yielding relatively high average scores, as shown in Figure 1.

Respondents gave a mean rating of 3.9 to aspects of their Academic Environment. Graduates evaluating the UMFK Academic Environment gave particularly high ratings to the quality of academic programs (mean=4.45, n=58, on a scale where 1=Unsatisfactory and 5=Excellent) and to faculty availability (mean=4.20, n=49). Aspects of the Academic

Environment that were poorly rated were the First Year Experience (mean=2.67, n=64) and the internship/externship programs (mean=3.48, n=54). Outside of these two aspects, ratings of the Academic Environment were on a par with those for Global Learning Outcomes, with consistent average scores of 4.5 or better.

Figure 1 – Ratings for Global Learning Outcomes

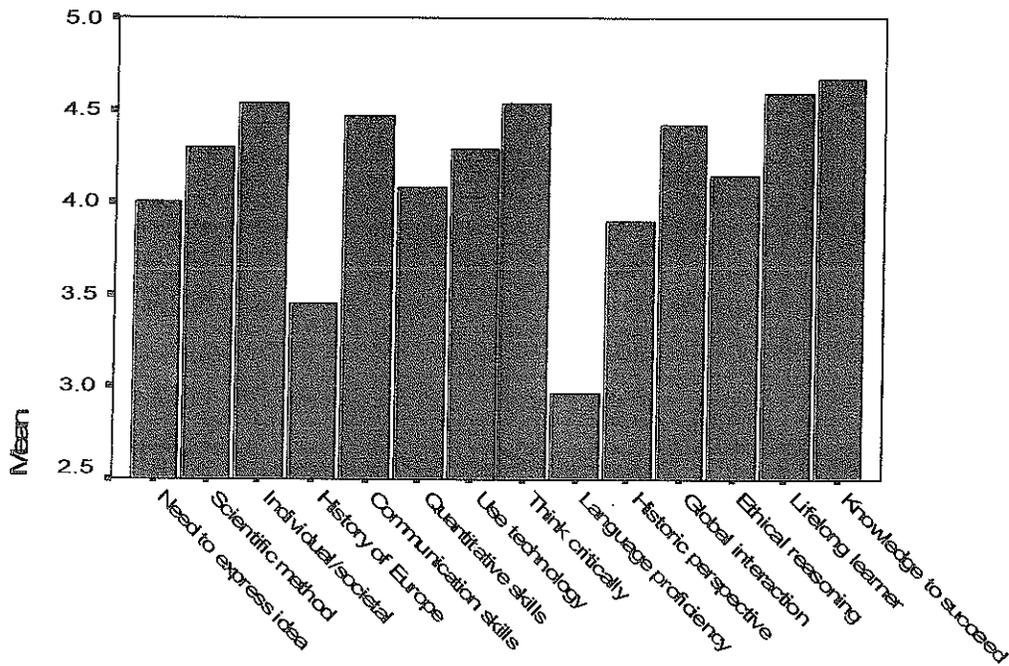
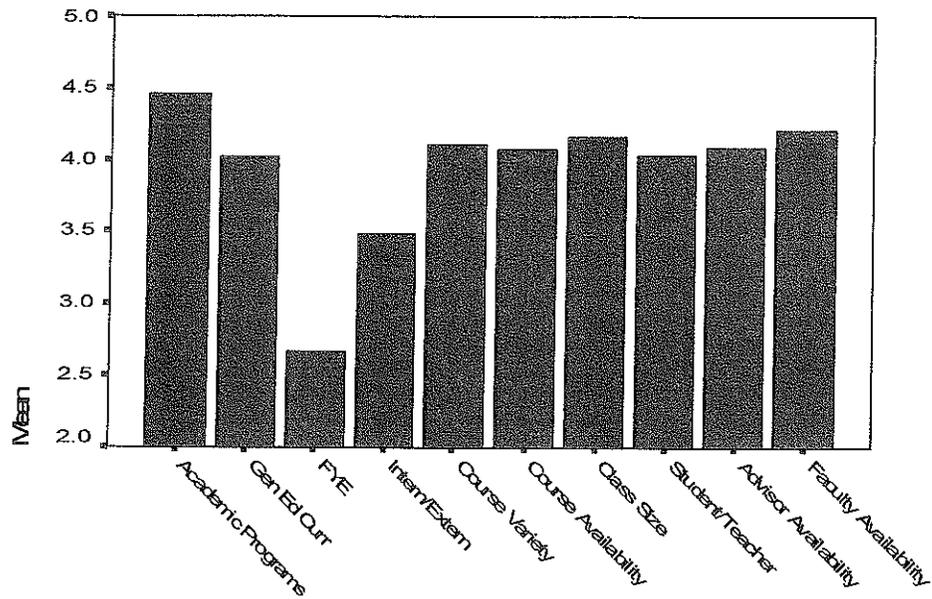
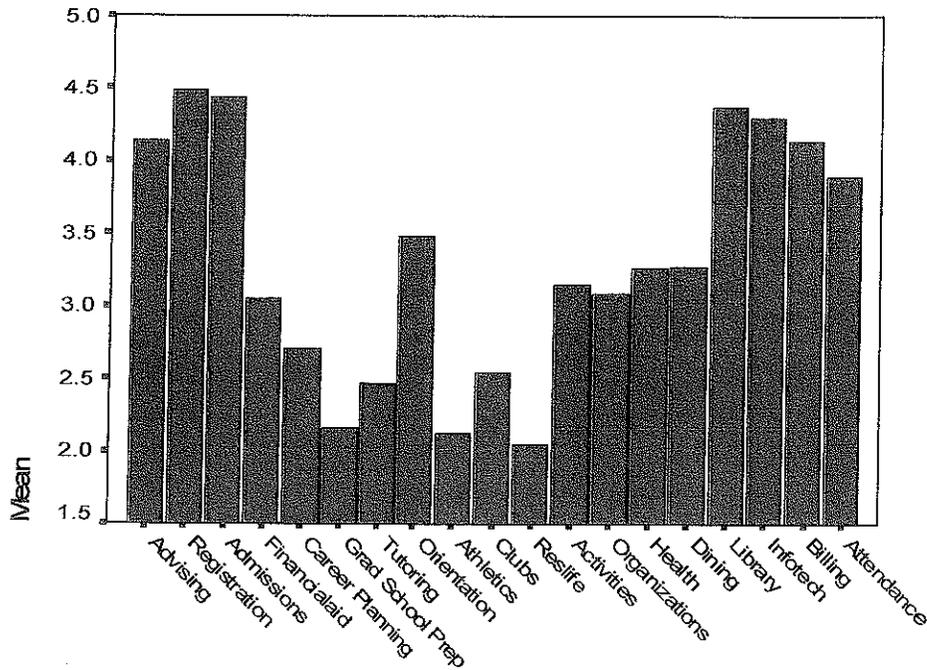


Figure 2 – Ratings for Academic Environment



When rating individual School Programs, graduates gave an average score of only 3.2, but this result is strongly skewed by four particularly poor ratings areas. Residential Life received the lowest ratings (mean=2.05, n=56, on a scale where 1=Unsatisfactory and 5=Excellent). Almost as poorly rated were Athletics (mean=2.12, n=66) and Graduate School Preparation (mean=2.16, n=63). Somewhat better was Tutoring which received a mean score of 2.47 (n=53). Highest rated School Programs included Registration (mean=4.48, n=44) and Admissions, where the mean was 4.43 (n=42). Also highly rated were the Library (mean=4.37, n=46) and Information Technology (Mean=4.29, n=49).

Figure 3 – Ratings for School Programs



Demographic variables (such as occupation, employment status, or income) do not appear to affect graduate students' evaluation of UMFK. One exception to this is that older respondents do appear to have slightly lower overall evaluations of the academic environment, as suggested by the slight negative correlation ($r = -.292, p < .05$) shown in Table 2. Older students have a similarly lowered rating for school programs ($r = -.283, p < .05$). This could be no more than a cultural artifact (older students may simply have different overall standards), but it would be useful to know if our older students have different needs that are not being met.

Reflecting the interconnected nature of programs and environment, there is a moderate correlation ($r = .482, p < .01$) between overall mean ratings of School Programs and of Academic Environment. There is also a moderate (though lower) correlation ($r = .313, p < .01$) between overall mean ratings of General Learning Outcomes and of Academic Environment. Graduate school application has a moderate and negative correlation with overall School Program ratings ($r = -.374, p < .01$). It would appear that those who are headed to graduate school are either more

demanding of their undergraduate experience to start, or perhaps more critical after making comparisons with their new schools.

Table 2 – Correlations of Selected Measures

	Mean of General Learning Outcomes Ratings	Mean of Academic Environment Ratings	Mean of School Programs Ratings	Applied to Graduate School	Employed	Age
Mean of Academic Environment Ratings	.313(**)					
Mean of School Programs Ratings	0.153	.482(**)				
Applied to Graduate School	0.039	-0.166	.374(**)			
Employed	-0.174	0.199	-0.005	0.157		
Age	0.057	-.292(*)	-.283(*)	0.139	0.009	
GPA	0.086	0.042	-0.058	0.151	0.045	0.002

Conclusions

It is difficult to infer any wider pattern of characteristics from such a small sample; any generalizations made from these findings will be inherently suspect. Still, it would appear that our graduates regard UMFK highly, believe they have gained from their time here, and leave with important skills and resources for their future. A closer look will reveal to what extent the patterns revealed this spring hold true in a wider perspective. In future, more attention must be paid to disseminating the survey and encouraging response from a wider range of students. It will also be important to conduct some short interviews of students to probe more complex issues than a simple questionnaire can address. This spring's Graduation Survey was a very valuable and important first foray; the results suggest we can improve, but our students do leave UMFK with the benefits of a positive experience.

APPENDIX - Graduation Survey

The purpose of this survey is for the university to get a better understanding of what you have experienced as a student in addition to how you might use it to relate to everyday activities after graduation. Please take a few minutes to complete the survey and be honest so that we may better serve the student body.

General Learning Outcomes

Please rate the following statements as they relate to your learning experience as an undergraduate student at UMFK:

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Statement	SA	A	N	D	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>				
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				

Comments: _____

Academic Environment

Please rate the following characteristics according to your experience as an undergraduate student at UMFK:

E = Excellent **VG** = Very Good **G** = Good **F** = Fair **U** = Unsatisfactory
N/A = Not Applicable

Statement	E	VG	G	F	U	N/A
Quality of Academic Programs	○	○	○	○	○	○
Quality of General Education Curriculum	○	○	○	○	○	○
Quality of First Year Experience Course	○	○	○	○	○	○
Internship/Externship/Preceptorship Program	○	○	○	○	○	○
Variety of Courses	○	○	○	○	○	○
Course Availability	○	○	○	○	○	○
Class Size	○	○	○	○	○	○
Student: Teacher Ratio	○	○	○	○	○	○
Advisor Availability	○	○	○	○	○	○
Faculty Availability	○	○	○	○	○	○

Comments: _____

Services and Processes

Please rate your experience with the following services while you were an undergraduate student at UMFK:

E = Excellent **VG** = Very Good **G** = Good **F** = Fair **U** = Unsatisfactory
N/A = Not Applicable

Statement	E	VG	G	F	U	N/A
Advising	○	○	○	○	○	○
Registration	○	○	○	○	○	○
Admissions	○	○	○	○	○	○
Financial Aid	○	○	○	○	○	○
Career Planning	○	○	○	○	○	○
Graduate School Preparation	○	○	○	○	○	○
Tutoring	○	○	○	○	○	○
New Student Orientation	○	○	○	○	○	○
Varsity Athletics	○	○	○	○	○	○
Club/Intramural Athletics	○	○	○	○	○	○
Residence Life	○	○	○	○	○	○
Student Activities	○	○	○	○	○	○

Student Organizations	<input type="radio"/>					
Health Services	<input type="radio"/>					
Dining Services	<input type="radio"/>					
Library Services	<input type="radio"/>					
Information Technology	<input type="radio"/>					
Student Billing	<input type="radio"/>					
Cost of Attendance	<input type="radio"/>					

Comments: _____

Future Plans

I have applied to Graduate School: Yes No

If Yes, Where? _____

I have been accepted to Graduate School: Yes No

If Yes, Where? _____

I have enrolled in Graduate School: Yes No

If Yes, Where? _____

I plan on enlisting in the armed services: Yes No

Which branch? _____

I am employed: Full-time Part-time Unemployed

Name and Location of Employer: _____

Annual Salary: Less than \$24,999 \$25,000 - \$39,999
 \$40,000 - \$54,999 \$55,000 - \$69,999
 \$70,000 - \$89,999 More than \$90,000

I am not currently employed, but plan on pursuing a career in _____

Appendix 5.13

UMFK Student Engagement Congress

PRIORITIES

November 10, 2006

NOW

Greater Awareness of Student Services

- Students stated that Student Affairs did not have a high enough of a profile in campus publications (student handbook)
- Students were not aware that the Student Affairs office can assist with personal/life issues (refer to counselors, AMHC, etc.)

Next steps: Student Affairs office will work to redevelop its profile in student publications to share more specific information with the student body.

Support of Women's Athletics

- Students questioned equity in funding between male and female sports (ie: meal per diems, uniforms, etc)

Next steps: Director of Student Affairs has shared concerns with Athletic Director, Bill Ashby. Bill has expressed that the issue concerning per diems is a misperception. Per diems are \$20 a day no what sport, or what team. Bill has also explained that men's and women's uniforms are on the same rotation for replacement (every two years). Bill also expressed that the NAIA has strict rules and regulations regarding compliance with Title IX issues and he is confident that UMFK adheres to all these regulations.

Dining Services

- Students expressed that some of the dining hours were too limited. Specifically, dinner hours which would need to run a little later and brunch hours on the weekends which should run past noon.
- Some students stated there were issues pertaining to food health and food variety.

Next steps: Director of Student Affairs has spoken to Jason Carter, ARAMark Dining Services Manager and a change in hours may be reflected in the fall of 2007. In addition, greater emphasis will be placed on disseminating information about food health and variety to students via e-mails, websites and other marketing tools. ARAMark is currently producing a comparative price list that compares Bengal's Lair prices to the prices of other food establishments in the community. Adjustments will be made to the Bengal's Lair menu to meet requests for such items as low cost burgers, simple sandwiches, etc.

Athletics and Recreation

- Students expressed concern with the hours at the Sports Center
- Recreation and intramural sports need to be more publicized

Next Steps: In the Spring 2007 semester, a student intern in the Sports Center is staffing the gymnasium during extra early morning hours and late evening hours and is monitoring Sport Center usage during those times. The Director of Athletics will review the outcome of this intern's

assessment to determine if more hours are truly necessary. This, in turn, is also working to improve intramural sport publicity and is working closely with the Student Affairs Office to reach more students and staff about intramural offerings.

Parking Policies & Enforcement

- Students were concerned that parking policies on campus were not enforced.

Next steps: The Director of Student Affairs and the Director of Facilities Management agreed to inform students that ticketing of inappropriately parked vehicles would begin immediately. An e-mail regarding this initiative was sent to all students in late January 2007.

More Student Participation

- Students were clear throughout the entire process that we are experiencing a crisis in advertising in relation to Student Activities, Student Senate activities, Clubs & Orgs, recreational activities, etc.

Next steps: The Director of Student Affairs has made efforts to inform the entities listed above about this perception. In response, the Student Activities has stepped up efforts to maintain a timely, monthly activities calendar that is posted throughout campus and on the UMFK website. In addition, the Student Activities Office has developed a page on "myspace.com" that has over 150 student members who regularly visit this site and provide feedback to the Student Activities Office. The Student Senate has purchased a bulletin board that has been placed in the Bengal's Lair and is used specifically for advertising Student Senate events. The Student Senate is working more closely with the Student Activities Office in developing their activity calendar and is collaborating on larger events. In the near future, the Student Activities Office will take a more proactive role in helping clubs and organizations develop and advertise club functions and activities.

The Director of Student Affairs would like to remind students that mass e-mails are sent to students with the intention of informing students about upcoming activities and initiatives. It is **IMPORTANT** that students check this e-mail regularly.

Campus Safety

- Students expressed a concern about the speed of vehicle traffic in campus driveways including the corner drive near the Sports center to the lodge and the loop behind Cyr Hall.
- Students questioned the role of the night watchman as to whether that role was more campus security or maintenance.

Next steps: The Director of Student Affairs has shared this information with the Director of Facilities Management. In the spring (once the snow has melted!), the Director of Facilities Management has promised the installation of "highly intrusive" speed bumps on the corner of the Sports Center and the speed bumps in the loop behind Cyr Hall will also be looked at to determine if adjustments need to be made. The question of whether or not we need additional campus security staff is an ongoing question at this time.

SOON (For the most part, the next steps described in this section have yet to be discussed at great length with any campus department, although, some of the steps are already in their initial stage.)

New Gym Equipment and Programs

- Students expressed that some of the gym equipment was very outdated

Next step: The Director of Student Affairs has discussed this issue with the Director of Athletics. The Director of Athletics explained that a plan for the systematic replacement of outdated equipment is currently being constructed. The plan will take into account financial realities and student needs.

Smoking

- Students want to eliminate the smoke shack
- Students expressed that we should not go to a smoke free campus; instead, we should continue to enforce our 50' rule

Next step: A new smoking policy will be released at the beginning of May 2007. The campus Tobacco Use on Campus Committee has made a recommendation to the President's cabinet. This recommendation has been approved with slight modifications and will be released shortly.

Realistic Nursing Labs & Classrooms

- Students express concern with lack of nursing classroom and lab space on campus

Next step: UMFK administration should consider this as they continue to pursue the addition of classroom spaces to our capital plan.

Scholarships

- Students expressed a concern that although many scholarships are available to incoming students, the availability to upperclassmen is lacking.

Next step: This concern was shared with the Director of Financial Aid and the President. Students should be aware that there are numerous scholarships available to upperclassmen, yet, annually only a handful of students even bother to apply for these scholarships. Detailed information about these scholarships can be found on the Financial Aid page of our website.

Master Degree Programs Available on Campus

- Students expressed a desire for master degree programs specifically in the areas of education, nursing and business.

Next step: UMFK has announced that a Masters in Education Program will be available beginning Fall 2007. This program is being offered at UMFK and is being brokered by the University of Southern Maine. UMFK will continue to work with the University of Maine System to explore other Masters offerings.

LATER

In this part of the exercise, students suggested ways that could significantly enhance student engagement and recruitment, UMFK's connection to the community, and its profile with its alumni. Students shared this "wish list" knowing that substantial financial resources or reallocation of resources would be necessary to achieve these initiatives.

- A laptop program for all students (bulk buying, leasing, etc.)
- Swimming pool
- Coffee shop
- Daycare Center

- Renovations to older buildings
- Bus service to Fort Kent (UMFK could influence that commercial enterprise)

Campus Involvement (please check ALL that apply):

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <input type="radio"/> Kappa Delta Phi <input type="radio"/> Kappa Rho <input type="radio"/> Varsity Athletics <input type="radio"/> Intramural Athletics <input type="radio"/> Theater <input type="radio"/> Student Nurses Organization (SNO) <input type="radio"/> Students of Community Service (SOCS) <input type="radio"/> Investments Club <input type="radio"/> Newman Club <input type="radio"/> Diversity Club <input type="radio"/> Student Senate <input type="radio"/> Social Justice Club | <ul style="list-style-type: none"> <input type="radio"/> Spectrum <input type="radio"/> Residence Hall Council <input type="radio"/> Earth Club <input type="radio"/> Non-traditional Students Club <input type="radio"/> Amnesty International <input type="radio"/> Writing Club <input type="radio"/> Bengal Review (newspaper) <input type="radio"/> Bengal Dance Squad <input type="radio"/> Alpha Chi <input type="radio"/> Student Teacher's Educational Professional Society (STEPS) <input type="radio"/> Other: _____ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UMFK Experience

Please rate the following statements as they relate to the overall satisfaction of your experience at the University of Maine at Fort Kent.

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	A	N	D	SD	N/A
I am satisfied with my decision to attend UMFK	<input type="radio"/>					
I would recommend other students to consider UMFK for their education	<input type="radio"/>					
I am satisfied with my overall experience at UMFK	<input type="radio"/>					
I am satisfied with the overall academic experience that I received at UMFK	<input type="radio"/>					
I am satisfied with the overall social experience that I received at UMFK	<input type="radio"/>					
I was able to form respectful relationships with faculty members	<input type="radio"/>					
I was able to form respectful relationships with other students	<input type="radio"/>					
I found campus services to be readily available	<input type="radio"/>					
I am satisfied with the quality of campus security that was available on campus	<input type="radio"/>					
I found the relationship between the University and the community to be a positive one	<input type="radio"/>					
I found the availability and quantity of financial resources to be adequate	<input type="radio"/>					
I am satisfied with the Health and Wellness services that were	<input type="radio"/>					

offered at UMFK						
I am satisfied with the amount of student activities and events that were offered on campus	<input type="radio"/>					
I found technological services at UMFK to be readily available on campus	<input type="radio"/>					
I am satisfied with the varsity/intramural athletic opportunities that were available at UMFK	<input type="radio"/>					
I am satisfied with the academic assistance and tutoring services that were available at UMFK	<input type="radio"/>					
I found the quality and quantity of resources in the library to be adequate	<input type="radio"/>					

Comments:

Learning Experiences

Please rate the following statements as they relate to your education at UMFK and preparing you for the transition out of college:

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Statement	SA	SA	N	SD	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				

I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>				
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful leader and/or serve in a leadership position	<input type="radio"/>				

Comments:

Current Information

Are you currently attending graduate school? Yes No

If **YES**, please provide the following information:

Degree you are currently pursuing:

Name of Institution:

Anticipated date of graduation:

Are you currently employed? Full-time Part-time No

If **YES**, please provide the following information:

Name of Company or Institution

Address

City _____ State _____ Zip Code _____

Phone Number (*optional*)

Email (*optional*)

How long after graduation did it take you to find employment?

- Had a position upon graduation 1-2 months 3-6 months
 7-12 months Still looking

Current Annual Salary:

- Less than \$24,999 \$25,000 - \$39,999
 \$40,000 - \$54,999 \$55,000 - \$69,999
 \$70,000 - \$89,999 More than \$90,000

Alumni Involvement

What activities have you recently participated in as a UMFK alumnus?

- Athletic Events
 Scarecrow Festival Parade
 Alumni Banquet
 Networking Events
 Prometheus Dance
 Other:
-

Please indicate which activities you might be interested in partaking (please check all that apply):

- Serve on the Alumni Association Board of Directors
 Help recruit prospective students in my area
 Host a send-off party for new students from my area heading to UMFK
 Attend an alumni gathering in my area
 Assist in hosting an alumni gather in my area
 Other:
-

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ○ Kappa Delta Phi ○ Kappa Rho ○ Varsity Athletics ○ Intramural Athletics ○ Theater ○ Student Nurses Organization (SNO) ○ Students of Community Service (SOCS) ○ Investments Club ○ Newman Club ○ Diversity Club ○ Student Senate ○ Social Justice Club | <ul style="list-style-type: none"> ○ Spectrum ○ Residence Hall Council ○ Earth Club ○ Non-traditional Students Club ○ Amnesty International ○ Writing Club ○ Bengal Review (newspaper) ○ Bengal Dance Squad ○ Alpha Chi ○ Student Teacher's Educational Professional Society (STEPS) ○ Other: _____ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

UMFK Experience

Please rate the following statements as they relate to the overall satisfaction of your experience at the University of Maine at Fort Kent.

SA = Strongly Agree **A** = Agree **N** = Neutral **D** = Disagree **SD** = Strongly Disagree

Statement	SA	A	N	D	SD	N/A
I am satisfied with my decision to attend UMFK	<input type="radio"/>					
I would recommend other students to consider UMFK for their education	<input type="radio"/>					
I am satisfied with my overall experience at UMFK	<input type="radio"/>					
I am satisfied with the overall academic experience that I received at UMFK	<input type="radio"/>					
I am satisfied with the overall social experience that I received at UMFK	<input type="radio"/>					
I was able to form respectful relationships with faculty members	<input type="radio"/>					
I was able to form respectful relationships with other students	<input type="radio"/>					
I found campus services to be readily available	<input type="radio"/>					
I am satisfied with the quality of campus security that was available on campus	<input type="radio"/>					
I found the relationship between the University and the community to be a positive one	<input type="radio"/>					
I found the availability and quantity of financial resources to be adequate	<input type="radio"/>					
I am satisfied with the Health and Wellness services that were offered at UMFK	<input type="radio"/>					

University of Maine at Fort Kent

I am satisfied with the amount of student activities and events that were offered on campus	<input type="radio"/>					
I found the technological services to be readily available on campus	<input type="radio"/>					
I am satisfied with the varsity/intramural athletic opportunities that were available at UMFK	<input type="radio"/>					
I am satisfied with the academic assistance and tutoring services that were available at UMFK	<input type="radio"/>					
I found the quality and quantity of resources in the library to be adequate	<input type="radio"/>					

Comments:

Learning Experiences related to your Career

Please rate the following statements as they relate to preparing you for your chosen career path:

SA = Strongly Agree A = Agree N = Neutral D = Disagree SD = Strongly Disagree

Statement	SA	SA	N	SD	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>				
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>				
I understand that individual and societal behaviors affect humankind	<input type="radio"/>				
I understand the history of European and Euro-influenced societies	<input type="radio"/>				
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>				
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>				
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>				
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>				

University of Maine at Fort Kent

I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>				
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>				
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>				
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>				
I have gained the necessary knowledge, skills, and attitudes to become a successful leader and/or serve in a leadership position	<input type="radio"/>				

Comments:

Current Information

Are you currently attending graduate school? Yes No

If YES, please provide the following information:

Degree you are currently pursuing:

Name of Institution:

Anticipated date of graduation:

Are you currently employed? Full-time Part-time No

If YES, please provide the following information:

Name of Company or Institution

Address

City _____ State _____ Zip Code _____

Phone Number (optional)

Email (optional)

How long after graduation did it take you to find employment?

- Had a position upon graduation 1-2 months 3-6 months
 7-12 months Still looking

Current Annual Salary:

- Less than \$24,999 \$25,000 - \$39,999
 \$40,000 - \$54,999 \$55,000 - \$69,999
 \$70,000 - \$89,999 More than \$90,000

Alumni Involvement

What activities have you recently participated in as a UMFK alumnus?

- Athletic Events
 Scarecrow Festival Parade
 Alumni Banquet
 Networking Events
 Prometheus Dance
 Other:
-

Please indicate which activities you might be interested in partaking (please check all that apply):

- Serve on the Alumni Association Board of Directors
 Help recruit prospective students in my area
 Host a send-off party for new students from my area heading to UMFK
 Attend an alumni gathering in my area
 Assist in hosting an alumni gather in my area
 Other:
-

How long has it been since your last visit to the University of Maine at Fort Kent campus?

University of Maine at Fort Kent

- 1 week 1 month 6 months 1-2 years ago
 3-4 years More than 4 years

Have you financially contributed to the University of Maine at Fort Kent?

Appendix 5.15

Institutional Research Coordinator Job Description

Unit & Classification: UMPSA represented, full-time regular position Job Family____, Total Points____, Salary Band____ (Knowledge____, Scope____, Impact____, Contacts____, Work Environment____, Supervision____, Fiscal Responsibilities____)

Reports To: Vice President of Academic Affairs

Functional relationships: Works closely with Vice President Academic Affairs/Dean of Faculty, Registrar, Academic Divisions and Information Services and other departments as necessary.

Position statement: The primary responsibility of this position is to manage institutional research and assessment activities and provide institutional research services by developing and maintaining a system for developing, tracking, measuring, and reporting key institutional data for use by campus departments and administration.

Major duties (Essential Functions):

1. Provide institutional research support to the VPAA as it relates to the activities of the Academic Assessment Committee, and the Council on Institutional Effectiveness and Assessment Committee, and Academic Affairs.
2. Provide institutional support to individual campus departments in the implementation of departmental assessments such as advising, FYE experience, and orientation surveys.
3. Monitor and report progress on strategic planning goals, analyzing trends, and benchmarking performance against peer institutions.
4. Collect and enter data in numerous databases.
5. Maintain databases and generate reports.
6. Prepare and maintain a schedule of campus assessment activities.
7. Perform other duties as may be assigned by Vice President of Academic Affairs/Dean of Faculty.

Specific Duties and Responsibilities:

A. Consumer Data

1. Assist the Registrar in collecting data, and maintaining and annually updating the Common Data Set database and IPEDS surveys.
2. Assist the Registrar in collecting data, maintaining and reporting of the online statistical abstract every semester.
3. Assist the Registrar in collecting data, maintaining and annually updating the campus Quick Facts online.

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4. Assist the Council on Institutional Effectiveness and Assessment in maintaining and oversee annual update of the Institutional Scorecard and the Strategic Planning key performance indicators via the data warehouse.

B. Student Engagement and Retention

1. Assist in implementing assessment activities such as the National Survey for Student Engagement and the Collegiate Learning Assessment.
2. Assist in data collection, manipulation and attrition statistics.

C. Student Learning Outcomes

1. Assist in the development of electronic surveys and local assessment such as the graduate/exit and alumni surveys.
2. Assist in researching and preparing rubrics for general education student learning outcome competencies.

Budget Responsibilities: Responsible for adherence to Academic Affairs department budget.

Campus/University Service: Service on campus and system committees and groups as assigned.

Knowledge, Skills & Abilities: Excellent analytical, computer, verbal, written, and interpersonal communications skills; Ability to manipulate data and generate reports; Must be able to work collaboratively, manage concurrent projects, and meet deadlines; Skilled in using database, spreadsheet, and statistical software; Demonstrated ability to carry out basic research activities; and Familiarity or experience in higher education required.

Qualifications: Bachelor's degree in related area such as education, computer applications, or information technology plus minimum of 2-4 years directly related experience or Advanced Degree plus 1-2 years experience

1/26/2007

APPROVED BY:

Supervisor: _____ Date: _____

President: _____ Date: _____

I have read and understand the duties and responsibilities as described above.

Employee: _____ Date: _____

Distribution: Employee
Supervisor
Human Resources
Personnel File