PROGRAM
REVITALIZATION

Response to Eduventures
Academic Portfolio Review

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Executive Summary

The following provides an executive summary of UMFK’s academic portfolio program actions and future plans for program revitalization based on recommendations by the Quality Undergraduate Education (QUE) Council, represented by the Faculty Chair, Division Chairs, Program Coordinators, and academic support staff; the Eduventures® consulting firm; and the Enrollment Management Policy Action Committee (EMPAC) following the steps outlined in the academic program revitalization review process as described in the Appendix C of this report.

At the request of President Hess and Vice President Albert a process for program review and revitalization was approved and implemented in the fall of 2010. The goals of the academic revitalization process were to evaluate and modernized UMFK’s academic portfolio to optimize market and workforce driven student enrollments in all programs.

Each review led to changes resulting in program enhancements, which will be implemented over the next three years. This summary is organized around the enrollment strategy categories of program expansion, restructuring, and repositioning as presented by Eduventure’s® academic degree audit. The collective actions and future recommendations are aimed at optimizing the enrollment potential of all of UMFK’s degree programs. Implementation of program revitalization plans will require the continued effective use of resources and support for students and faculty for programs in transition, and enhanced monitoring of programs and curriculum in the future.

Summary of Program Prioritizations Plans

**EXPAND** – Programs in this category have exhibited strong demand and enrollment potential for UMFK. We recommend investments in program development and/or marketing for the following programs.

**Nursing**
- The Nursing program degree with options including (traditional, RN-BSN, accelerated) is recognized as a signature program and core brand.
- The RN-BSN program is currently being marketed throughout Maine as an accessible, flexible, low-cost degree option for nurses in Maine as well as out-of-state to include the states of Florida, New York, and Texas.
- A Health Care Administration cross-divisional major with Business has been developed for online and is being marketed through OnlineMaine, at the UMFK website, and through Rack cards.
- Continue working with UMS sister nursing campuses to develop a Master’s in Nursing and certificate option.
- Work with the Dean of Enrollment Management to determine allied health program market needs and apply for funding through the Chancellor’s Strategic Investment Funds for new programs.
- Consider broadening the Nursing Division to Nursing and Health Sciences.
- With curricular design enhancements, become model online RN-BSN program.
• Consider international student experience
• Currently working on articulation agreements with Southern Maine Community College for online RN-BSN program

**Elementary/Secondary Education (BS)**
• Continue to enhance historical niche of high quality instruction and pedagogies as a signature program for UMFK
• Continue to monitor state and national high need teacher areas and plan according to fluctuations in market-demand
• Explore and expand Secondary Education offerings in STEM related disciplines such as science, technology, and math
• Write two-year report due in the spring of 2012 that addresses the Department of Education recommendations and compliance concerns related to standard two
• Review and determine success of STARS program. By fall of 2011 consider its potential and/or increase marketing efforts
• Give immediate consideration to Canadian certificate program by developing articulation agreements with at least one Canadian University
• Develop plan for integration of technology into the education curriculum

**Homeland Security and Emergency Management**
• A Homeland Security and Emergency Management Associate of Arts degree and certificate for online has been developed and is currently being marketed through OnlineMaine and at UMFK’s program website.
• The certificate program can be packaged with Criminal Justice and/or Rural Public Safety programs. Currently leveraging rural and international border opportunities.

**Accounting (AA)**
• An Accounting Associate of Arts degree and Business Management BS degree with a focused concentration in Accounting are now available online and being marketed through Online Maine and at UMFK’s website

**REPOSITION** - Programs in this category have more market potential if UMFK renames, redesigns, and promotes them to take advantage of and better respond to prospective students.

**Behavioral Science (BS)**
• Program is under 5-year reviewed and has been repackaged as career-focused with options in social services, applied psychology, human services, etc.
• Associate of Arts in Human Science will be redesigned and named with a concentration in Behavioral Science and serves as a feeder to this four year program
• Maintain program and academic standards
• Increase high-impact teaching learning
• Curricular goals include the individual, society, bioculture, and science methods enhancements
• Refine student learning outcomes and assessments
• Consider upper-level courses to be developed for online as is necessary and feasible

Biology (BS)
• Hire mathematician
• Develop and market pre-professional program options (i.e. pre-medicine, pre-dental, pre-veterinary, pre-pharmacy)
• Offer Howard Hughes Science curriculum
• Program up for 5-year review next year

Environmental Studies (BS)
• Program is currently under 5-year review
• Continue to further enhance student learning outcomes assessment and curricular changes as a result of findings
• Consider offering more science and technology-focused rather than social science-focused environmental studies program
• Include more biology, chemistry, and GIS curriculum in upper division courses
• Plans are in progress for expanding rural sustainability and experiential learning components of the degree program, which leverages local region and expands field experiences and career preparation as a marketing tool
• Establish partnerships with governmental and non-government agencies, organizations, and/or corporations whose primary focus is Rural Sustainability
• Shift program focus to include more science and technology in response to market demand
• Operationalize greenhouse initiative with student internship and experiential learning opportunities

Business (BS)
• Further enhance student learning outcomes and review assessment to align with IACBE accreditation expectations; present results on web with curricular changes as a result of findings
• Reduce number of concentrations to four or five areas focused on market-driven student interests and workforce needs (i.e., accounting, marketing, management/administration, accounting)
• Develop marking plan for selected concentrations
• Develop stackable certificates
• Evaluate online program offerings for sustainability
• Develop an organized Internship program with proper oversight and systematic assessment of student learning outcomes that promotes career preparation/placement
• Coordinated with the Division of Nursing and in the fall of 2011 the Bachelor of Science in Business Management with a concentration in Health Care Administration online will be launched
• Developed online AA in Accounting and BS Business Management with a concentration in Accounting

Public Safety Administration (BS)
• Packaged Emergency Management certificate with Criminal Justice and Public Safety Administration - leverage rural and international border opportunities
• Develop stackable certificates for technical schools and adult education (e.g., Forensics, Police Procedures, Homeland Security, Law Enforcement, Corrections, and Law)
• Continue to pursue statewide partnerships with governmental agencies
• Hired a three-quarter time position to serve Criminal Justice, Public Safety, and Emergency Homeland Security
• Programs are being offered as hybrid programs taught both on campus and online
• Continue with student learning outcomes assessment that best aligns with IACBE accreditation
• Currently working on articulation agreements with Southern Maine Community College for online Public Safety Administration program

Criminal Justice (AA)
• Maintain as feeder program for Rural Public Safety Administration
• Number of graduates will be evaluated by counting graduates in complementary disciplines
• Continue to pursue statewide partnerships with governmental agencies
• Hired three-quarter time shared position to serve Criminal Justice and Public Safety
• Continue to offer as a hybrid program taught both on campus and online
• Evaluate sustainability of online programs after three years

Computer Applications (BS)
• Explore development of baccalaureate degree option in Information Security; consider partnering with UMO for an Master’s degree
• Make program available entirely online
• Chinese Initiative in progress for 2+1+1 Computer Applications program – pending approval – anticipate 20 enrollees in the program in the fall of 2013 – continue with these preparations
• Determine market potential for collaborative Management Information Systems (MIS) baccalaureate degree option with UMPI
• Improve and expand experiential learning opportunities for program students
• Pursue articulation and dual-enrollment agreements with high schools throughout the state
• Participate in UMS initiative to develop informatics degree options, especially in related disciplines (e.g., Health Care Informatics)
Forest Technology (AS)

- The Forestry program is valued by employers in the region. Faculty have worked with faculty to repackage the program for marketing purposes.
- Current 2+2 program with Business Management renamed to better portray the applied forest technology concentration component of the curriculum (i.e. Applied Forestry Management).
- Many in-progress partnerships (e.g., Oxford-Hills) and new partnerships (schools, FFA and Environthon, conservation and alternative organizations) are being explored.
- Seek out alumni and industry leaders to assist in correcting Forestry program misperception as well as the marketing and recruitment of prospective students.
- Pursue the AS in Wildland Firefighting.

Restructure - Programs in this category have experienced weak demand resulting in declining enrollments. Therefore, we recommend a structuring of content delivery (i.e., combine programs or focus on how the contribution of a weaker program can enhance the general education program).

E-Commerce (BS)

- 2 + 1+1 agreement for 20 prospective Chinese student enrollments in progress for admission in the fall of 2013; continue with these preparations.
- UMS Chinese culture and retention workshop is planned for May 16.
- Should Chinese initiative come to fruition, success of program will be re-evaluated in 3-years for continuation of program, elimination, or suspension.
- Should Chinese initiative not come to fruition, viability of program will be evaluated.
- UMFK may consider continuation of relevant e-commerce coursework as part of the Business Management and Information Security programs.

English (BA)

- The English Program is a core component of every University.
- Promote and market the opportunity for students to double major in English.
- Seek to recruit students who enroll as Undeclared at UMFK.
- English core concentrations re-developed to reflect market demand to include literature, creative writing, and professional writing.
- Continue to support collaboration with the Secondary Education Program to develop cross-divisional programming and courses.
- Increase enrollments in English through unique program format such as Transformative Langue Arts.
- Explore partnership with Goddard College who is interested in a collaborative partnership with UMFK, because they have a Masters in Transformative Langue Arts.
- Redesign and re-establish Honors Program to attract enrollments.
- Consider implementation of a low residency program.
French (BA)
- French Program Revitalization Plan pending; deadline extended due to hire of new French faculty member; anticipate submission by the end of the spring semester

Social Science (BA)
- Revitalize Social Science to include two areas of concentration secondary social studies education and pre-law
- Should the above not be successful, UMFK will re-evaluate this program for viability and consider folding it into the Behavioral Science program as it already has similar course and degree requirements
- Continue to maintain academic standards
- Refine and increase high impact teaching learning activities
- Consider offering upper level program course where feasible
- Continue with student learning outcomes assessment, analysis, and curricular revisions as a result of findings

Computer Science (AS)
- Maintain as feeder program for Computer Applications BS
- Raise visibility of program, particularly in Maine
- 2 + 1+1 agreement for 20 prospective Chinese student enrollments in progress for admission in the fall of 2013; continue with these preparations
- UMS Chinese culture and retention workshop is planned for March 16
- Improve and expand experiential learning opportunities for program students
- Pursue articulation and dual-enrollment agreements with high schools throughout the state

General Academic Recommendations to Optimize Enrollments

In addition, the following list presents a summation of general academic recommendations for purposes of continuous quality improvement and academic enhancements.
1) Maintain current associate degree programs and consider expanding options to include allied health.
2) Continue to move forward with Chinese student recruitment in UMFK’s E-Commerce, Computer Applications, and Information Security programs.
3) Continue to review annual program cost-benefit analyses.
4) Continue to conduct five-year program reviews seeking outside evaluator input.
5) Market for UMFK’s new OnlineMaine programs.
6) Reevaluate progress annually and at the end of three years (2014) for programs that do not meet the 5 graduate cut off.
7) Schedule courses carefully to avoid conflicts among requirements.
8) Continue to review and reduce program degree completion credits where possible, closer to 120.
9) Continue to increase high-impact teaching learning and student experiential learning opportunities that call for reflection of learning.
10) Continue to review attrition in all UMFK academic programs each semester and annually and take action as is appropriate.

11) Increase supplemental instruction for courses that are difficult for a majority of the students to master.

12) Continue to expand the integration of technology-based instruction widely (e.g., blended learning).

13) Continue to create statewide access to UMFK programs, certificates, courses, and services.

14) Further build 2 plus 2 partnerships with community colleges.

15) Rename the Bachelor of University Studies major/degree to a more marketable offering.

16) Continue discussion regarding the General Education student learning outcomes and required assessments.

17) Develop plan for FYE with evidence based strategies that promote student success, quality undergraduate experience, and increase student retention and graduation rates.

18) Continue to explore and develop intercampus programs online for potential market-demanding graduate programs, such as a Master’s in Nursing.

19) Ensure that all student learning outcomes, data results, and actions for improvement are made available online by the end of the spring of 2012.

20) Further develop sustainability efforts in the curriculum.

21) Develop a financial model for distance education.

22) Bridge the gap between Academic and Student Affairs by developing and mapping co-curricular activities for First-Year Experience that provides assurance of student learning outcomes.

The Vice President for Academic Affairs would like to thank all who have contributed to and participated in this program revitalization process, including members of QUE, EMPAC, Faculty Assembly, Division Chairs, Program Coordinators, and program report authors. The hard work and dedication of faculty and staff is evident and greatly appreciated.

A comprehensive report is available in the President’s and Vice President’s Office.
I. Introduction

Described in this report is the process used at the University of Maine at Fort Kent (UMFK) to review its current academic portfolio and accomplishments toward meeting the University of Maine System (UMS) New Challenges New Directions mandate of 5 program graduates per year and courses enrollments of 13 or more. Also, included in this report are Program Revitalization Plans developed by faculty as a response to the recommendations set forth by Eduventures®, a national consulting firm, a summary of academic milestones, and a list of recommendations for continuing this work.

A. New Challenges New Directions

A reconsideration of system and campus priorities to achieve financial and academic program effectiveness was mandated by the New Challenges New Directions (NCND) document (Appendix A), approved by the Board of Trustees in 2009. The NCND plan closely reviews costs and opportunities in three broad arenas including Administrative, Student, and Financial Services; Academic Programs and Services; and Structure and Governance. The core goals of NCND includes: 1) Serve the changing and evolving knowledge, research, public service, and educational needs of the people, businesses, and organizations of the state; 2) Keep the cost of baccalaureate and graduate education affordable for our students by moderating tuition increases; and 3) Implement efficiencies, organizational changes, and further economies of scale to bring spending in line with available resources.

Academic arena two of the plan called for the UMS CAOs to implement two action steps, in particular, related to the work described in this report including review of courses with enrollment of 12 or fewer students and the review of academic programs with 5 or fewer graduates. As a result of this review, beginning in the fall of 2009, course sections of 12 or less were reduced and kept under 25% of total course offerings and the academic portfolio review was completed. UMFK will continue to explore collaborative education ventures among sister institutions within the UMS for low enrolled programs. Our future goal is to continue to explore and expand opportunities for students in northern Maine while reducing expenses wherever possible.

B. UMFK Program Majors

UMFK has been able to maintain quality academic programs and curriculum and relative financial stability despite a period of decreased student enrollment and diminished reserves.

Chartered by the University of Maine System Board of Trustees, UMFK is approved to offer 8 degree options including the following:

- Associate of Arts in General Studies
- Associate of Science in Forest Technology
The University’s liberal arts and professional studies curriculum supports a variety of baccalaureate and associate degree programs. All of UMFK’s 14 academic majors underwent market analysis review to determine the student demand and employer needs of northern Maine and beyond:

- Behavioral Science, BS
- Biology, BS
- Business Management, BS
- Computer Applications, BS
- Electronic Commerce, BS
- Elementary Education, BS
- English, BA
- Environmental Studies, BS
- French, BA
- Information Security, AS
- Nursing, BS
- Rural Public Safety Administration, BS
- Secondary Education – Mathematics, BS
- Social Science Major, BS

UMFK’s following Associate of Arts and Science career options were also reviewed:

- Accounting, AA
- Business, AA
- Criminal Justice, AA
- Computer Science, AA
- Forest Technology, AS
- Health Care Administration, AA
- Human Services, AA
- Information Security, AS
II. Academic Portfolio Audit

Beginning in the fall of 2009 and concluding in the spring of 2010, Eduventures,® a national enrollment management consulting firm in higher education, was hired to conduct recruitment market research, an academic program audit, a review of campus media and publications, and to provide a framework for the development of a comprehensive enrollment management plan for the campus. The firm also recommended that UMFK “adopt a student-driven enrollment management approach.” This recommendation implied that the campus allow external demand to drive its program offering decisions.

A market analysis of UMFK’s current programs was conducted on all UMFK current programs. UMFK program audit recommendations were structured around three enrollment strategies including program expansion, restructuring, and repositioning as outlined below and further described in Appendix B in Eduventure’s Academic Degree Audit. The collective actions and future recommendations are aimed at optimizing the enrollment potential of all of UMFK’s degree programs.

**EXPAND** - Programs in this category have exhibited strong demand and enrollment potential for UMFK. We recommend investments in program development and/or marketing for the following programs. Programs in this category included:

- Nursing,
- Elementary and Secondary Education,
- Homeland Security and Emergency Management, and
- Accounting.

**REPOSITION** - Programs in this category have more market potential if UMFK renames, redesigns, and promotes them to take advantage of and better respond to prospective students. Programs to be repositioned included:

- Behavioral Science (BS),
- Biology (BS),
- Environmental Studies (BS),
- Business (BS),
- Rural Public Safety Administration (BS),
- Criminal Justice (AA),
- Computer Applications (BS), and
- Forest Technology (AS).

**RESTRUCTURE** - Programs in this category have experienced weak demand resulting in declining enrollments. Therefore, we recommend a re-structuring of content delivery
(i.e., combine programs or focus on how the contribution of a weaker program can enhance the general education program). Recommended programs to be restructured included:

- E-Commerce (BS),
- English (BA),
- French (BA),
- Social Science (BA), and
- Computer Science (AS).

III. Academic Revitalization Process

In September of 2011, the University of Maine at Fort Kent informed the campus community and the Associated Faculties of the University of Maine System that it would begin a process of program review in early October. As a result of an academic program portfolio market analysis report received in April of 2010 by Eduventures®, a national enrollment management consulting firm, faculty began a review to consider implementing these recommendations to revitalize academic programs through expansion, repositioning, or restructuring.

At the request of President Hess and Vice President Albert, in September the campus agreed to a process for program review and revitalization, which was supported by the faculty assembly and approved by administration. A copy of this process is available in Appendix C. Faculty layoffs were not anticipated as a result of the program review process. When the review did result in the need to eliminate several programs as a result of this review, the UMS program elimination or suspension procedure was initiated with appropriate notification provided in writing to all parties involved.

The goals of the academic revitalization process were to evaluate and modernize UMFK’s academic portfolio to optimize market and workforce driven student enrollments in all programs. It is expected that program revitalization will improve the strength of UMFK programs and thereby the stature of the institution while optimizing financial viability.

UMFK underwent a major academic program cutback in the early 1990s resulting in a small, focused academic portfolio of 14 majors with a reduced number of faculty members. Thus, UMFK’s programming and faculty are already lean in numbers, maximizing use of limited resources per cost-benefit analyses. According in to National Center for Higher Education Management Systems (NCHEMS) data analysis, UMFK is one of the few campuses within the system preparing more students at a reduced cost per student full-time equivalent. As a result of these findings, UMFK chose to undertake a program revitalization process instead of a program prioritization process. At the start of the program review process, it was anticipated that no further faculty positions would be eliminated.
The Vice President for Academic Affairs met with each division to discuss the process for review and revitalization. During these sessions faculty were asked to consider a list of questions and provided with a list of data items that they could request from the Office of Institutional Research. Also, a framework was provided to assist faculty in the preparation of their plans. Although, a program prioritization approach was not used for this review, faculty were also provided with reference materials to include an article titled Curricular Glut by Michael Bugeja and a book chapter based on the work of Robert C. Dickeson in Prioritizing Academic Programs and Services, rvsd. ed. San Francisco: John Wiley & Sons, 2010.

The final program decisions will rest with the President following submission of this report summarizing the Vice President for Academic Affairs recommendations based on discussions and recommendations from a variety of campus stakeholders including input from Eduventures®, EMPAC, QUE, program coordinators, Chairs, and the Faculty Assembly Chair, in the long-term best interest of UMFK.

IV. Program Revitalization Plans

On February 11, 2011, the Vice President for Academic Affairs received a set of strategic program revitalizations plans from the Division Chairs and the Program Coordinators responding to the Eduventures® academic audit recommendations for program expansion, repositioning, and/or restructuring. These recommendations were based on careful consideration of individual program reviews; recommendations from program faculty, coordinators, and chairs; program data from Institutional Research; input from EMPACC; feedback received from the campus community on the BlackBoard website; and discussions held with the QUE Council; and the President’s Cabinet. The majority of recommendations made by Eduventures® agreed with those made by the program faculty, chairs, and coordinators, a few differed.

Complete academic program revitalization plans can be found in Appendix D. Changes resulting from program revitalization recommendations will be implemented over the next three years. All curriculum modifications will be approved through established governance procedures.

V. Academic Program Revitalization Initiatives Implemented to Date

A summary of academic program revitalization actions taken and presented to the Board of Trustees in the fall of 2010 is presented in Appendix E. The following further highlights a few critical initiatives.
A. Program Eliminations

In the fall of 2011, two of UMFK’s Secondary Education programs were eliminated due to low enrollments over a five-year history. The two programs eliminated and approved by the Board of Trustees in the Fall of 2010 was the Bachelor of Science in Secondary Education – English/Drama/Art and the Bachelor of Science in Secondary Education – Bilingualism. Bilingual is no longer supported as an endorsement area by the Maine Department of Education. Students in both of these programs who want to be Teachers of English or French have the option to pursue the Bachelor of Arts in English and or the Bachelor of Arts in French and the Secondary Education core requirements to be certified as teachers of English or French. Program elimination reports can be found in Appendix F.

B. UMS Campuses Collaborative Initiatives

UMFK continues to develop collaborative inter-campus initiatives were possible. Every fall semester these collaborative initiatives are reported to the Vice Chancellor for Academic Affairs and to the Board of Trustees. See Appendix G for a summary of UMFK’s Inter-campus Collaborative Initiatives.

C. OnlineMaine Programs and Certificates

The University of Maine System established significant growth in online programs and enrollment as a key goal in enhancing higher education access and attainment. Drawing upon these recommendations of New Challenges, New Directions, in the spring of 2011, UMFK had ten new programs and four certificates validated for delivery via OnlineMaine as outline in Appendix H.

D. UMFK Online Course Sequencing

Development of a four-year course sequencing plans for all majors has been developed. However, it has become more of a challenge with programs that are under enrolled with less than 5 graduates and courses with fewer than 13 enrollees, as per the NCND guideline. Courses with less than 13 enrollees over the past two years have been carefully scrutinized resulting in course cancellations. This past academic year, the UMS guideline for courses with less than 13 enrollees was set at no more than 25 percent of total course offerings. In the fall of 2010, 22 percent of UMFK courses were in this category and in the spring the percentage was 32%.

Programs with low enrollments (such as English or Forestry, for example), result in offering courses less frequently, offering them online, or accommodating students through directed study options for timely graduation. Although cancellation of under enrolled courses meets system mandates, the need to provide students with a quality education and a sequence of available two and four year degree courses for timely graduation is a top priority. As programs are revitalized and enrollments improve, a
more consistent four-year course sequence plan for the majors will be realized. Course sequencing for all UMFK online programs and general education requirements can be found in Appendix H.

E. China Program Agreements

The University of Maine System is continuing to move forward and see activity with the China student enrollment project. Two campuses signed agreements for 2 + 2 programs (UM and UMF), to start in the fall of 2011. UMFK has since signed joint 2 + 1 Associate Degree Program Agreements with Dalian Software University for three of its programs to include Computer Applications, AA; Information Security, AS, and E-Commerce, AA. See Appendix I. These agreements are pending approval of the China Ministry of Education. UMFK anticipates 20 student enrollees per program to begin in the fall of 2013.

Suzanne Fox, who is working with the University of Farmington, with years of experience working in China and with Chinese students, is offering workshops on how to help Chinese students. Vice Chancellor Breece has scheduled a half-day workshop for faculty and staff in May.

Ms. Fox is willing to provide to the universities both before and after students start their studies on campuses.

F. Articulations Agreements/Transfer Policies Review

This academic year, several Forestry articulations agreements were reviewed, updated, or developed including Oxford Hills, Foxcroft Academic, and Region Two School of Applied Technology in Houlton.

To increase enrollments in the computer related programs three agreements are currently in progress with York County Community College, Waldo County Technical Center, and St. John Valley Technical Center. Several other articulations including Nursing and Public Safety Administration are also currently being investigated with Southern Maine Community College.

The Vice Chancellor for Academic Affairs and the Chief Academic Officers also reviewed and revised UMS’s current Transfer Policies (Appendix I).

G. Nursing Learning Community

New enrollment management initiatives, such as the nursing academically focused living and learning community in the Powell Residence Hall is currently being viewed as a model for future living and learning community programs on campus.
VI. Summary of General Academic Program Recommendations

UMFK will continue with scheduled program reviews every five years and develop and implement one-year and five-year action plans that reflect quality improvement based on the recommendations. The QUE Council, which was initiated in the spring of 2010, will review and revitalize academic programs and work with developing the right mix of degrees and major programs to meet the needs of this region and of the students who wish to study here, based on the Eduventures® market and cost-benefit analyses. The following list anticipates steps that the UMFK should take in implementing changes arising from program revitalization and in maintaining an appropriate program array. The following represents a list of general academic recommendations for on-going continuous quality improvement.

1) **Maintain current associate degree programs and consider expanding options to include allied health.** Although, recommended by Eduventures® and EMPAC that low enrolled Associate Degree programs be considered for elimination. (e.g., Computer Science, Human Services, etc..) I recommend that because UMFK’s Associate degree programs serve as a gateway to the baccalaureate programs, particularly for students who feel unprepared to pursue a 4-year baccalaureate program at the outset, that we not eliminate these programs at this time, but that we continue to review their impact and associated costs and benefits. For example, 25% of students who complete a 2-year associate degree in criminal justice continue their studies into the 4-year program of study in Public Safety Administration.

2) **Continue to move forward with Chinese student recruitment in UMFK’s E-Commerce, Computer Applications, and Information Security programs.** Encourage faculty, staff, and administration to attend the UMS workshop in May to provide cultural training in anticipation of student enrollees in the fall of 2013. Seek funding strategic investment funds to further prepare the campus for incoming enrollees.

3) **Continue to review annual program cost-benefit analyses.** Although, this quantitative data provides gross analyses of program costs, it serves as a fairly good budget indicator providing Chairs and Program Coordinators with information on operational expenses against revenue and credit hour generation. Monitor and report annual progress on program revitalization plans. Program faculty, coordinators, and chairs will be asked to provide an annual update of their successes, barriers, and needed resources to implementing their program revitalization plans each year using UMFK’s annual program report process.

4) **Continue to conduct five-year program reviews seeking outside evaluators.** This year’s programs under five-year review include the Behavioral Science, Social Science, Human Science, and Environmental Studies programs.

5) **Market for UMFK’s new OnlineMaine programs.** A variety of market strategies are in progress to market UMFK’s new online programs including search engine optimization, purchasing lists, development of rack cards, etcetera.

6) **Reevaluate progress annually and at the end of three years (2014) for programs that do not meet the 5 graduate cut off.** Some programs are
considered service programs, others will be considered for realignment, reorganization, integrating courses with other programs, inter-campus collaboration, program suspension, or elimination, as is necessary and appropriate based on cost-benefit analyses.

7) **Schedule courses carefully to avoid conflict among requirements.** Review general education sections for scheduling conflicts. It will be important to follow proposed schedules, four years in advance. Determine if the number of sections can be further reduced and still meet student progression requirements to graduation.

8) **Continue to review and reduce program degree completion credits where possible, closer to 120.** Reducing program credit hour completion requirements closer to 120 will increase progression to timely graduation.

9) **Continue to increase high-impact teaching learning and student experiential learning opportunities that call for reflection of learning.** A survey was conducted last academic year to learn where in the programs and courses experiential learning was taking place and in what form. This review is currently being expanded and conducted to provide a broader perspective of faculty engagement in high teaching learning activities that are considered to promote student success and retention.

10) **Continue to review attrition in all UMFK academic programs each semester and annually and take action as is appropriate.** Institutional Research provides annual program review data on attrition, which is monitored by the Chair and Program Coordinators and action is taken as is feasible based on data provided.

11) **Increase supplemental instruction for courses that are difficult for a majority of the students to master.** UMFK has had success with several of the sciences courses including Anatomy and Physiology I and II. Student success staff members are currently seeking funds to expand these services to increase student services and retention.

12) **Continue to expand the integration of technology-based instruction widely.** Education is exploring use of I-Pads in the curriculum. The Next Generation grant is also pending with AASCU affiliated institutions to integrate blended learning into the English, Math, and First-Year Experience courses.

13) **Continue to create statewide access to UMFK program, certificates, courses, and services.** UMFK has a number of minors that could be re-packaged to stackable certificates that align well with a number of majors, should the student decide to matriculate into a program.

14) **Build further 2 plus 2 partnerships with community colleges.** Work with Dean of Enrollment Management and Registrar and faculty to determine impact of enrollment success, to review and update articulation agreements, and develop new articulations agreements where possible.

15) **Rename the Bachelor of University Studies major/degree to a more marketable offering.** UMFK has considered renaming it to Liberal Studies or allowing for a Self-Designed Major. Also consider a home for the Bachelor of University Studies program, perhaps under the Arts and Humanities Division.

16) **Continue discussion regarding the General Education student learning outcomes and required assessments.** The General Education philosophy is
currently under review including review and refinement of the university learning outcomes and incorporation of institutional core mission foci including rural sustainability, environmental stewardship, and Franco-American language and heritage. Faculty “ownership” of and engagement in general education student learning outcomes assessment will be expected.

17. **Develop plan for FYE with evidence based strategies that promote student success, quality undergraduate experience, and increase student retention and graduation rates.**

18. **Continue to explore and develop inter-campus programs online for potential market-demanding graduate programs, such as a Master’s in Nursing.** Discussions are currently underway for UMFK to be an outreach site for UM’s nurse practitioner program. USM is also working with sister institutions offer nursing to deliver a collaborative state-wide Master in Nursing Education program.

19. **Ensure that all student learning outcomes, data results, and actions for improvement are made available online by the end of the spring of 2012.** This is a requirement for College Portrait and accredited programs. Students and parents should have ready access to all student learning outcomes and results.

20. **Further develop sustainability efforts in the curriculum.** Re-evaluate mission of the Center for Rural Sustainable Develop. Consider AASCU’s Stewards of Place framework for the Center and to build a sustainable living curriculum.


22. **Build the gap between Academic and Student Affairs** by working collaboratively on designing and mapping First-Year Experience curricular and co-curricular activities that provides assurance of student learning outcomes.

**VII. Enrollment and Degree Completion by Category**

UMFK conducts an analysis of its program enrollments and number of graduates every fall. This information is shared with the QUE Council and with Cabinet. The information reveals five-year historical trends reported to the Vice Chancellor for Academic Affairs in August and shared with the Board of Trustees. Because UMFK’s Associate degrees are feeders to our four-year baccalaureate programs, the enrollments and graduates are aggregated by category and CIP code categories. Please see Appendix J for program enrollment and degree completion by degree category.

**VII. Summary**

In summary, UMFK will continue to create efficiencies while enhancing access to degree program and services. Of primary importance to the future of UMFK, will be:

- Enrolling new students;
• Increasing the number of students transferring from two-year community college to complete four-year degrees;
• Improving our graduation, retention, time-to-degree, and course completion rates;
• Continuing to focus on the overall quality of course and programs both on campus and via distance delivery; and
• Ensuring that faculty are well-prepared and supported in the development and delivery of online instruction.
VIII. Appendix

A. New Challenges New Directions Plan
B. Eduventures® Recommendations
C. Academic Program Review Process
D. Academic Program Revitalization Plans
E. Academic Review Results
F. Program Eliminations
G. UMS Campuses Collaborative Initiatives
H. OnlineMaine Programs and Certificates/Sequencing
I. China Program Agreements/Articulations
J. Program Enrollments and Degree Completion by Degree Category