I. **Introduction and General Overview:** To accomplish the Office’s functions, the Vice President for Academic Affairs:

- Is directly responsible to the President of the University;
- Serves as the chief administrative officer in the absence of the President as instructed;
- Supervises all matters relating to curriculum and instruction in the University, including outreach, evening and summer courses, scheduling and overloads;
- Oversees faculty and academic staff recruitment and development activities;
- Provides advisory recommendations to the President on all academic appointments, tenure and promotion matters, and ensures that such processes comply with the terms of faculty bargaining agreements;
- Oversees development and implementation of academic strategic planning;
- Establishes priorities and plans for program development, faculty recruitment and development;
- Provides academic input to institutional enrollment management efforts;
- Coordinates periodic academic program review and works with Division Chairs in the review, study, and development of curriculum and in the improvement of instruction; and
- Initiates and directs divisional reviews and serves as an ex-officio member of division groups in matters pertaining to curriculum and instruction.

The Office of Academic Affairs accomplished several major initiatives this academic year to include finalizing the New England Association of Schools and Colleges (NEASC) institutional self study, preparing exhibits and materials in preparation for the site visit from November 6 through 9, 2005, getting through a successful NEASC visit, and working aggressively to gather data for the *Institutional Effectiveness and Assessment Plan* and the *Academic Plan* to improve and guide planning, decision making, and resource allocation. The following highlights further significant activities, initiatives, achievements and/or events:

- Interim VPAA, Dr. Rachel E. Albert, appointed from June 1, 2006 to March 30, 2006;
- Permanent VPAA, Dr. Rachel E. Albert, appointed on April 1, 2006;
- Worked closely with the members of the President’s Cabinet to address institutional and academic issues and to implement the University’s vision and mission;
- Maintained a stable, positive, nurturing, and productive environment for faculty and staff by encouraging open, direct, and honest communication;
- Met regularly with Chairs to assist them in their program planning and to discuss, revise, and/or develop new policies as they related to academic affairs;
- Met with Faculty Senate, as needed, to improve communication and keep them apprised of pertinent academic issues;
• Updated and/or established charters for committees that did not have a charter;  
• Developed further the academic plan, incorporating increased evidence to assist in more informed planning and decision making;  
• Developed a database to study and trend data on faculty FTE, overloads, use of adjunct, and student FTE;  
• Compiled evidence of faculty scholarly activity, research, service, and grant activities;  
• Developed UMFK Quick Facts for the website;  
• Served as the institutional liaison for NEASC and attended the annual conference in Boston, MA, which was focused on issues of accreditation and accountability;  
• Continued to implement, evaluate, and refine the Intuitional Effectiveness and Assessment Plan with an eye toward continuous quality improvement;  
• Fostered and encouraged faculty and staff accountability through assessment of key performance indicators and/or student learning outcomes;  
• Led the Council on Institution Effectiveness and Assessment, which provides oversight of all assessment activities on campus, and made recommendations for increased validity and reliability of assessment methods;  
• Initiated the Academic Assessment Committee with the charge of identifying general education outcomes and methods of assessment;  
• Assisted in the development of an a UMFK Alumni Survey and analyzed and reported the results;  
• Supported several faculty and professional staff to attend to the AAC&U General Education Reform conference;  
• Provided charge to Peer Review Committee that addressed the importance of increased objectivity of faculty review with accord to TNP guidelines;  
• Reviewed non-tenure, tenure track, post-tenure faculty performance and made recommendations to the President to support one tenure and promotion application and one sabbatical;  
• Fostered Consortium building by working with other CAOs on issues of general education, graduate education, and on the Center for Rural Sustainable Development;  
• Participated in University of Maine System Strategic Planning Implementation meetings and retreats;  
• Promoted and guided an environment of student success on campus by working with the Coordinator of Student Success, Director of Student Affairs, Registrar, and the Director of Financial Aid on issues and policies relating to academic advising, probation, suspension, career planning, retention, and/or graduation;  
• Held two faculty development days, one of Distance Education, and the other on campus-wide initiatives;  
• Worked with Academic Council to revise the new catalog process, policies, and structure;  
• Revised the Academic Calendar with the input from faculty, students, and administration;  
• Led the development of the Teacher Certification Fact Sheet to keep the education students apprised of the expectations in the Education Program;  
• Assisted in the development of a campus-wide complaint policy;  
• Attended a System-wide articulation agreement meeting;  
• Guided and supported the Chair and faculty within the NBS division toward the preparation of a 4-year program review report;  
• Conducted constructive professional staff evaluations and worked with them to establish goals for the coming year;  
• Mentored new Interim Assistant Director of Nursing;  
• Attended the UMFK Foundation and Board of Visitors meetings;
• Worked with Student Affairs to develop local high school partnerships to improve student readiness to college and support student transition and success during their university studies;
• Interviewed and make recommendations to the President on new faculty and/or professional staff hires;
• Addressed student and parent concerns in an expeditious, friendly, and professional manner; and
• Encouraged and promoted technologically advanced teaching and learning by working with faculty and the Associate Director of Distance Education to host a Distance Education Conference and establish a Distance Education Committee, charged to develop policies and procedures as it relates to distance education and to work with the VPAA to develop a strategic plan for distance education.

II. Executive Summary of the Accomplishments of Representative Departments, Divisions, and Programs:

Leadership and direction was provided for the representative departments, division, and programs. The following highlights the accomplishments of each. Further detail can be found in each representative annual report.

A. Academic and Counseling Services: The goals established for the Academic and Counseling Services Office for last year are identified in the Institutional Scorecard and the Strategic Planning key performance indicators for academic and counseling services, which will be reported in a separate document.
   • Hired new a Math Specialist
   • Hired a new Assistant Director for Academic Counseling and Services
   • Accepted the retirement of the Director of Academic Counseling and Services
   • Prepared letter of institutional commitment to the TRIO program officer – awaiting endorsement of the new Director by the Department of Education – Deborah Walsh
   • College Ready Math Standards Level One document developed within the University of Maine System, made available to staff, which identifies what students need to know in general education math courses and are now available at the following College Readiness website www.maine.edu/collegeready/
   • Goals for FY06/07 are to improve the operation, efficiency, and success of this program:
     o Identify IR needs (e.g., retention rates for low income, disabled, and 1st generation students);
     o Better integrate TRIO – Academic and Counseling Services and Student Success services within an institutional “Student Success” philosophy rather than totally separate entities;
     o Develop a site visitor binder to prepare for the next site visit;
     o Develop a tutor training program;
     o Improve the ACS website;
     o New Director will attend at least 3 of the remaining 4 priority TRIO training sessions;
     o New Director will work with Academic Assessment Committee to develop an alumni survey; and
     o New Director will put together a policy and procedures manual.
B. **Academic Outreach:** Overall, of the 6 key performance indicators and goals established last year for this area, all were met or surpassed, with the exception of KPI 8.5, whereby 28% of activities were cancelled, which was 8% over the established goal of 20%. Increased oversight of academic outreach, marketing efforts, website improvement, development of a mission statement, and a projected calendar of events for the upcoming year should decrease cancellation rates and increase the number of offerings and individuals served. The number of outreach activities increased by 53% (N = 9 vs. 19) and the number of persons served by 24% (N = 217 vs. 165) over the last fiscal year ending 2005. Revenue over expenses for the overall academic outreach activities for fiscal year ending June, 2006 was $10,630. Of the six KPIs and goals established for this area, three need to be revised and others developed to provide a more accurate picture of activities. This will be the responsibility of the Council on Institutional Effectiveness and Assessment, which I chair along with the Coordinator of Academic Outreach.

- Goals for FY06/07 are to further develop academic outreach programming by:
  1. Developing a vision, mission statement, and establish goals and objectives for academic outreach;
  2. Further developing the Academic Outreach website for purposes of marketing to in-state and out-of-state students;
  3. Continuously conducting research to survey best practices of peer institutions related to academic outreach;
  4. Surveying needs, generating a list of potential academic outreach programs (including residence programs), creating a calendar of events for children, young adults, and older adults to include professional development, credit, and noncredit offerings for next summer and the upcoming academic year (e.g., Praxis I workshop, etc.);
  5. Developing program guidelines and proposals for academic outreach;
  6. Generating a list of interested faculty and adjunct faculty who can teach programs of interest;
  7. Working with the librarian to order reference materials for academic outreach and distance education;
  8. Encouraging and supporting further professional development of the Coordinator by becoming a member of the University Continuing Education Association and attending one conference next year
  9. Monitoring, evaluating, and reporting the KPIs related to academic outreach; and
  10. Recommending new or revised KPIs related to academic outreach.

C. **Arts and Humanities:** This division is currently served by 8 fulltime faculty members, 3 are tenured, 4 are untenured, and 1 is on a fixed length contract. A European History faculty member deceased in the fall semester due to a chronic illness and was not replaced due to low enrollments in the history courses. Effective academic year 06/07, the division faculty was increased by a 1/2 time appointment in French to assist the current French faculty member to further develop the program. One faculty sabbatical was granted in this division for AY 05/06. Members of the division developed 6 new courses. For eight faculty members, scholarship in this division is impressive including 18 publications in the form of poetry analyses, newsletters, online journal articles, and chapter summaries, and works presented at 19 conferences. The Arts and Humanities Chair reports continued lack of administrative support for additional faculty in light of the increased student enrollments; however,
there is lack of quantitative evidence in the annual report to support the divisional faculty needs. The Chair will be encouraged to report his divisional faculty needs to the Chairs and VPAA based on sound quantitative data, which will be included in the Academic Plan for future prioritization, planning, and resource allocation. It is anticipated that an additional English and Literature faculty member will be needed due to increased enrollments in these courses. No assessment data of student learning outcomes is provided. Although, student learning outcomes have been developed for both the English and French majors, faculty will need to take ownership in the development a systematized student learning outcomes assessment plan for each major. A Libra Professor will be invited to work with faculty to develop and implement these plans for program improvements and discussions will occur about faculty expectations.

D. BSES Program: This is a vibrant program for students at UMFK. A Program Coordinator provides oversight of the Bachelor of Science in Environmental Studies program, and in turn receives 3 credits release time per semester. In addition to the oversight by the Program Coordinator, the Environmental Studies Council, which is made up of 12 faculty members, a student, and one alumna meet annually and provide advisement of the program curriculum. The program is served by 3 full-time faculty members (a botanist, an environmental microbiologist and water quality biologist, and a wildlife science and animal biologist) who are responsible for teaching the majority of the courses. Ten interdisciplinary faculty members regularly teach at least one core or elective course within the program. A Forestry and Environmental Studies Field Assistant was hired in the summer of 2005 and began work in the fall of 2005. The enrollments in the program are healthy, yet holding steady at 38 majors, which were reported in the fall of 2005, with one graduate in the spring of 2006. Since 2001, there are 123 alumni of the program. The Program Coordinator along with the Environmental Studies Council has developed a systematized assessment plan of six student learning outcomes. Assessment methods include two internal general exams, an exit interview questionnaire, an alumni survey, and a Senior Project and an Environmental Practicum Supervisor Survey. Results and analyses of these assessment methods are pending. Program activities included Earth Day, Outside Activity Series, Environmental Studies Speaker Series, and participation in Orientation Days and in two UMFK Open Houses. Faculty achievements for this academic year are numerous and impressive for the three fulltime faculty in this division. These include the University Trustee Professorship awarded to Steve Selva for this year and to Stephen Hansen for AY 2006/2007; the first Alumni Foundation Faculty Research Award presented to Dr. Kim Borges-Therien; the Outstanding Faculty Award presented to Sr. Stephen Hansen; a 30-year UMFK Service Award presented to Dr. Steve Selva; and finally the Environmental Studies Program received the Environmental Education Award from the St. John Valley Soil and Water Conservation District for participation in the Fort Kent Town Garage Restoration Project.

• Goals for FY 06/07 include:
  o Increasing enrollments to 25 new incoming students per year;
  o Reevaluating the BSES core course requirements;
  o Analyzing and reporting of student learning outcomes;
  o Evaluating the success of the BSES program in achieving stated outcomes;
  o Evaluating and refining of Outcome Assessment tools;
  o Organizing of another Environmental Studies Speaker Series;
  o Developing a job/internship database for students; and
Organizing another Earth Day Celebration to promote environmental stewardship.

E. **Education:** The annual report for this division is forthcoming. The Education Division underwent a site visit by the Maine Department of Education in AY 04/05 (April, 2005) and received a 2-year conditional approval from Spring 2005 to Spring 2007, because standards one and two were not met. As one of our signature programs, the faculty members in the division are working to meet the expectations for full reaccreditation status. The Education Division is currently served by one nontenure track Director of Student Teaching, three full-time tenured faculty, one of whom serves as the Chair of the Division, one fixed length faculty appointment, and 2 part-time faculty who are responsible for teaching the majority of the courses along with several interdisciplinary faculty who teach at least one core or elective course within the program. Enrollment numbers in education continue to be healthy. The secondary education program major enrollments grew to 123 in the fall of 2005, as compared to 112 in the fall of 2004. In the spring of 2006, the secondary education enrollments decreased to 89, as compared to 102 in the spring of 2005. Elementary education enrollments decreased slightly to 221 in the fall of 2005, as compared to 243 in the fall of 2004. In contrast, elementary education enrollments increased to 248 in the spring of 2006, as compared to 200 in the spring of 2005.

- Site visit conducted by the Department of Education program review team, which was led by Chair Kenneth Jones on April 3-6, 2005, reported that standards one and two were not met;
- Hired Priscilla Daigle as the replacement Director of Student Teaching for AY 05/06 who has successfully addressed student teaching concerns;
- Passed faculty vote requiring all incoming certification students to successfully complete all components of Praxis I beginning in the spring semester of 2007 prior to admission;
- Began a process to specifically restructure Curriculum and Instruction and module courses;
- Dan Conley visited with faculty in the Education Division around designing and assessing a results-based initial certification portfolio to document evidence that each student recommended for state certification clearly demonstrates proficiency with each of the ten Maine Initial Teacher Standards;
- Held first Education Advisory Council meeting in May, 2006;
- Hired two faculty members for AY 06/07, Doris Metzs, Assistant Professor of Curriculum and Instruction and Diane Brederson, Assistant Professor of Special Education;
- Hired a third faculty member, Shellie Gutierrez, for the spring semester of 2007 for Math/Education;
- First newsletter for July/August developed by the Director of Student Teaching and sent to principals, supervisors, mentors and superintendents to improve communication and better inform current and prospective students; and
- Uploaded on the web and sent to the Admissions Office the Teacher Education Fact sheet on student tips for successful transition in the Education program.

- Goals for FY 06/07 include:
  - Brokering generic Master’s in Education program with USM;
  - Analyzing and reporting of student learning outcomes;
o Evaluating the success of the Education program in achieving stated outcomes;
  o Evaluating and refining of outcome assessment tools;
  o Continuing to strengthen the student advising process;
  o Continuing to strengthen the student teaching process;
  o Developing online modules or short training sessions for Praxis I and II; and
  o Preparing a successful 2-year report to the Maine Department of Education on how the program meets standards one and two.

F. First Year Experience (FYE) Program: As reported by the FYE Faculty Coordinator, the program has been in existence for 5 years. Evidence of positive student success and retention to the second year remains anecdotal in nature. No summary of student satisfaction with FYE is provided, nor are retention statistics to second year provided. New initiatives include a name change from HUM 102 to FYE 100 and FYE Committee, including faculty and staff, oversight reporting to the VPAA Office, and introduction of a student portfolio organized around general education outcomes, which can be carried through in the programs as an internal method of assessment of general education outcomes. A systematic process for tracking reasons why students are leaving UMFK will need to be developed along with key performance indicators related to student success in the FYE 100 course including goals for retention and graduation. It is anticipated that this will come about as a result of implementing the newly developed MELMAC Retention and Progression Strategies Action Plan.

G. Forestry Program: A Program Coordinator provides oversight of the Forestry program, and in turn receives 3 credits release time per semester. The forestry program is served by 2 fulltime faculty, one adjunct, and several interdisciplinary faculty members. New student enrollments have declined sharply over the past year from 19 new students in 2004-2005 to 8 in 2005-2006. It is not clear why this is occurring, it may be due to the need to increase marketing and recruitment efforts. Student learning outcomes and methods of assessment are identified; however, no results are shared for program improvement. Graduates are accomplished, 3 have been recently inducted in the North American Forest Technology Honor Society. Articulation agreements are actively maintained with several high schools, one is with a high school forestry program in Paris, Maine. The other was not identified in the annual report.

  • Goals for FY 06/07 include:
    o Increasing enrollments to 20 new incoming students per year;
    o Hosting the Council of Eastern Technology Schools annual meeting in August;
    o Working with area high schools to generate interest in the Forestry program by broadcasting forestry lectures to their students;
    o Analyzing and reporting of student learning outcomes;
    o Evaluating the success of the Education program in achieving stated outcomes;
    o Setting up a permanent demonstration forest on approximately 30 acres close to campus; and
    o Working with an alum who has expressed an interest in donating his forest property to the program, 25-30 acres in size.
H. **Honors Program**: No annual report has been received for the second year in a row. Several meetings were held with the current Honor’s Program Coordinator over the past academic year to discuss the status of the Honor’s Program and need for revision. The Program Coordinator shared his continued interest, enthusiasm, innovation, and desire to overhaul the Honor’s Program; however, no plan has been received to date, thus continued monitoring will be necessary. If the program continues to enroll few students, a new Program Coordinator will need to be assigned with the duty of overhauling and reenergizing the program.

I. **Natural and Behavioral Science**: All program majors in the Natural and Behavioral Science Division were scheduled for program review completion during the 2005-2006 academic year. External reviews were conducted by Dr. Bruce Berryman, Chairman Department of Meteorology, Lyndon State College, Lyndonville, Vermont and by Dr. Johnny McGaha, Former Dean of the College of Professional Studies and Professor of Justice Studies, Florida Gulf Coast University. Following receipt and review of the reviewers’ reports, faculty representatives from the NBS Division met with the President and Vice President for Academic Affair to discuss the strengths and limitations identified by the reviewers. A final report was prepared by the Chair of the NBS Division in collaboration with the faculty and administration and includes recommendations for future action with budget implications, which can be found in Appendix A of the *Divisional Evaluation AY 05/06 Final Report*. The NBS Program Review Report was endorsed by the President and forwarded to the UMS at the end of July. Divisional enrollments in the Associate of Arts in Criminal Justice and the Business programs reflect continued growth. In contrast, the AA in Computer Science, Human Service, and the AS in Forest Technology reflects a continued decrease in enrollment numbers. Overall, I agree with the position of the Division that the cost of supporting the AA degrees is minimal in that the addition of AA students in the same courses that would be taken by students enrolled in a similar major increases enrollment numbers, leads to more efficient use of faculty, and reduces the overall per pupil cost. See divisional report for 5-year moving average trends for the AA programs in the NBS division. The 5-year moving average trends for Bachelor's student enrollments in the NBS division reveals that the Behavioral Science and Environmental Studies majors show a positive growth trend; E-Commerce and Rural Public Safety reveal mixed results; Business, Computer Applications, and Social Science reveal decreasing enrollments. I support the need to continue a more focused recruitment campaign by the Admissions Office staff to counter the enrollment decreases experienced in some of the AA and BS programs.

In spite of the decreased number of faculty and faculty overloads, the NBS faculty reports a significant amount of scholarly activity. Six new courses were developed. Faculty published several works, earned advanced degrees, and participated in and presented at a number of professional conferences. The following highlights some of the scholarly activity. Further detail can be found in the NBS annual report.

- Professor Brad Ritz was granted a sabbatical for AY 05/06
- Dr. Roger Roy earned a doctoral degree from the University of Maine at Orono
- Dr. Kim Borges was promoted to Associate Professor and granted tenure status
- Dr. Stephen Hansen was granted a Trustee Professorship of AY 06/07

Some of the key performance indicators established by the division were met. Divisional performance indicators not met are related to the reduced number of faculty and faculty overloads. For example, adjuncts generated 38% of the divisions
total credit hours as compared to the goal of 30%; faculty members served on an average of 6 committees as compared to the goal of 4 to allow time for scholarship and building a successful tenure portfolio; faculty averaged an 18-credit hour work load as compared to the goal of 12 credits. The greatest challenge for all the program majors reviewed is the need for increased faculty and resources, which are necessary for continued stability and potential program growth. Recommendations by the reviewers for these necessary resources will be included in the Academic Plan and prioritized as additional funding, grant, or donor opportunities become available.

- Overall priority goals for FY 06/07 include (see NBS Final Report – Appendix A for more detailed recommendations for future actions with budget implications):
  - Increasing emphasis on the development of systemic plans for student learning outcomes assessment for all programs with results utilized for ongoing program improvement;
  - Designating program coordinators for Behavioral Science and Business/Math;
  - Increasing enrollments in the under enrolled programs such as Forestry, Environmental Studies, Computer Applications, E-Commerce according the goals of the Academic Plan;
  - Conducting laboratory equipment inventory and creating an equipment list of needs to be included in the Academic Plan for purposes of planning, prioritizing, and budgeting;
  - Seeking accreditation candidacy with the IACEB for the Business and related programs;
  - Monitoring faculty workloads (faculty FTE/student FTE) and trying to decrease use of adjunct faculty;
  - Recruiting and hiring needed faculty and a computer technician in accord to the Academic Plan
  - Analyzing and reporting of student learning outcomes;
  - Evaluating the success of the programs in achieving stated outcomes and making changes to the curricula as is needed;
  - Developing a Winter Sports Management concentration within the Business program
  - Continuing to support the establishment of the Center for Rural Sustainable Development and entertaining the possibility of developing a Rural Studies program major or minor;
  - Conducting a needs assessment for a graduate program in Business Administration, Social Work – consider brokering with USM; and
  - Developing and implementing a five year division strategic plan.

J. **Nursing:** Nursing continues to be a vibrant program at UMFK. During AY 05/06, the nursing program major was served by one Director of Nursing, two tenure track faculty members, one non-tenure track faulty member, and one fixed length appointment, along with an Administrative Assistant. Adjunct faculty assisted the faculty in providing clinical and laboratory supervision. Enrollments are at an all time high. Student enrollments in the fall of 2005 grew to 182 as compared to 135 in the fall of 2004. The spring of 2006 enrollments were recorded at 180, as compared to 146 in the spring of 2005. The nursing program is in its final year of a 5-year strategic plan. Assessment of eight student learning outcomes is systematic and reveals that the students are meeting the majority of the program outcomes.
Outcomes that have not been met will be discussed by the faculty in September and a plan of action developed for curricular change. Oral program reviews indicate that overall the students are satisfied with their educational experience. All clinical contracts are up-to-date and reviewed on an annual basis. Several articulation agreements are in progress and include Central Maine Community College, Touro University, and the Frenchville Technical Center. Significant activities are reported by faculty who chair one of the five standing committees. Two new nursing courses were developed. Faculty are involved in advanced study, publishing, and research projects or creative works. Overall goals set by the Division of Nursing were met for academic year 05/06. Many personnel changes occurred this academic year and include the following:

- Lena Michaud was appointed to Assistant Director of Academic and Counseling Services;
- Diane Gagnon was hired as the new Administrative Assistant for nursing;
- Director, Rachel Albert was appointed Interim VPAA, June 2005 and permanent VPAA, April 2006;
- Erin Soucy was appointed as Assistant Interim Director, Division of Nursing;
- Michael Vallez was hired as a new Adult Health faculty member for September, 2006;
- Diana White was hired as a new Mental Health faculty member for September, 2006;
- Shannon Curran, Instructor of Nursing and NRC Manager, position is vacant and will be filled with a fixed length appointment for one year;
- Jenny Radisma was approved for full year sabbatical for AY 06/07;
- New nursing faculty position was supported by the governor, added to base salary; and
- Continued to maintain high NCLEX-RN pass rates, 100% of first-time test taking students passed from October 2005 to October 2005.

Goals for FY 06/07 include:

- Continuing to implement last year of the nursing strategic plan;
- Exploring a nursing graduate education collaborative;
- Updating and refining the nursing recruitment plan;
- Establishing an International experience for nursing students;
- Integrating the use of Acadian Archives into the curriculum;
- Establishing articulation agreements with Central Maine Community College, Touro University, and Frenchville Technical Center for CAN courses; and
- Continuing to maintain high NCLEX pass rates.

K. Registrar/Institutional Research Office: An annual report and key performance indicators are forthcoming. The Registrar engaged in the system-wide PeopleSoft activities as it related to student records during AY 05/06, in addition to pursuing normal activities and meeting normal responsibilities of the office.

Goals for FY 06/07 include:

- Monitoring, evaluating, and reporting the KPIs related to functional area/duties;
- Recommending necessary institutional changes and new or revised KPIs related to functional area/duties;
- Working with the VPAA to collect and report graduation and retention data on 1st generation, low income, and disabled students;
o Implementing the Common Data Set reporting method for the fall of 2006 and making the statistical abstract available electronically, as is feasible;
o Utilizing new software to assist in classroom management and space utilization studies;
o Continuing to represent UMFK and working with colleagues on the successful implementation of the student records module;
o Working collaboratively with faculty and staff to meet the expected catalog revision deadlines; and
o Including the recommendations from the accreditation report for catalog inclusions.

L. Rural Public Safety: No annual report received to date. Plan to work with faculty to describe role of Program Coordinator and importance of annual report. Plan to develop a more timely and efficient process for reporting annual activities by encouraging the Administrative Assistant to build the report over the academic year, rather than waiting until the end of the academic year.

M. Student Success: It has been a very productive year for the Office of Student Success. Significant and much needed progress was made in the areas of advising and career planning. With the help of the Student Success and Advising Planning Committee, the new Student Success Coordinator implemented a new orientation and advising structure over the summer, developed and/or refined advising policies, procedures, protocols; prepared a faculty advisor manual; provided faculty advisor training; held several career fairs; and prepared program plans to assist advisors to monitor student academic progression and timely graduation, which all seem to be helpful to student success. However, the new advising structure and student success processes will now have to be monitored and evaluated for concrete evidence of student success, satisfaction, retention to second year, and graduation. As a result of receiving a MELMAC grant, a Retention and Progression Action Plan was developed with goals, methods of assessment, and outcomes in the areas of advising, general education, and career planning, which will assist in monitoring success with retention and graduation strategies. Overall goals for increased retention and graduation rates from the baseline have been established and will need to be monitored in a systemic way.

• Goals established for 2006/2007 include:
o Maintaining and continuing to improve the academic advising/career planning program;
o Establishing a baseline budget;
o Developing a student and faculty survey for advising as a baseline for spring of 2007;
o Conducting biannual Advisor Training sessions for faculty;
o Hosting various workshops and career fairs;
o Researching the potential for a Student Success Center that could house the Trio Program, tutoring and counseling services, academic advising, and career planning and placement;
o Developing a systematic approach to monitoring student retention with a goal to increase retention from freshman to sophomore year and overall student retention as described in the MELMAC grant Retention and Progression Action Plan; and
o Continuing to work with the Academic Assessment Committee on the MELMAC grant strategies related to retention and graduation.
N. Library & Information Services: The Dean of the Library and Information services is responsible for oversight of an extensive array of services including Library and Information Services, Academic Computing, Arcadian Archives, Audiovisual Services, the Nadeau Teleconference Center, and Web Services. Details on the work of these offices are referenced in an extensive and thorough annual report and executive summary, which has been prepared by Dean Johnson and her staff. The greatest library challenge at this time, is the need for increased personnel staff to assist the Associate Director of Distance Education as distance education offerings are soaring; developing succession strategies as the Dean plans to retire next year, and to continuously work with the Acadian Archives staff toward positive resolution of current issues and to limit future occurrences.

III. Key Performance Indicators

- Strategic Plan (KPIs)
- Institutional Effectiveness and Assessment (Scorecard)
  - The full Institutional Effectiveness and Assessment Plan report, which includes results of strategic planning goals and the institutional effectiveness scorecard KPIs, is forthcoming as results are currently being entered into the database for analysis and reporting.

IV. VPAA Administrative Goals for AY 2006/2007

The goals of the VPAA are congruent with the institutional and consortium goals established for AY 06/07 and include:

Student Success

- Following through on a commitment to improve student success, service, and progression to graduation by working with key professional staff to continuously monitor and refine advising and career counseling processes, and to implement the student retention and progression strategies
- Working with key faculty and professional staff to refine the First-Year Experience program and to implement MELMAC strategies to improve retention and 6-year graduation rates

Center for Rural Sustainable Development

- Continuing to work with faculty, Consortium, and community members to prepare the intent to plan for the Center for Rural Sustainable Development for presentation and approval at the October CAO meeting

Graduate Programs

- Continuing to work with faculty and Consortium members toward the development of a Master’s program in Education and Nursing, and consider one in Business and Social Work

Faculty

- Continuing to examine issues as it relates to faculty hiring needs, number of tenure and non-tenure track faculty, faculty workloads, faculty productivity, instructional costs, student enrollments, and advising workloads
- Encouraging faculty development of portfolios to gather evidence of teaching, service, and scholarly contributions and to decrease the amount of unnecessary materials kept in the faculty files
- Adopting an electronic faculty evaluation system
- Continuing support for faculty training in assessment issues and activities
Institutional Research
• Continuing to build the assessment environment by identifying institutional research needs and promoting the development of an IR Office or at least hiring an individual with those responsibilities
• Working with key committees, faculty, and staff to initiate the University’s participation in national surveys to assess general education
• Using a variety of strategic encouragements to get faculty to collect, evaluate, and use data as the basis for making undergraduate programmatic decisions
• Instituting an electronic divisional annual report format that requires enumeration of outcomes, short and long-term objectives, and quantitative program success indicators to include (e.g., number of applications, number of majors, FTE student enrollments, FTE faculty, number of classes taught, semester credits taught by adjunct, FTE workload attainment of student educational outcomes – evidence of learning, persistence of majors for fall to spring, graduation rate, transfer rate, etc.) and tie it to planning and budgeting

General Education and Curriculum
• Continuing institutionalization of assessment practices in academic program areas
• Working with faculty toward a stamp of approval on a refined set of general education outcomes and core requirements based on the several years of General Education and Academic Assessment Committee work
• Implementing ongoing periodic program review for all academic programs
• Reviewing, updating, and developing new articulation agreements with the Community Colleges
• Developing an updated sample syllabus with important elements such as information on students’ works, ADA statement, Academic and Counseling services information, etc.
• Promoting, supporting, and increasing undergraduate research, internship, and externship opportunities
• Developing further the Honor’s Program to encourage increased student enrollments

Distance Education
• Continuing a commitment to effective use of evolving information technology in the classroom and development of a distance education strategic plan

Leadership
• Continuing implementation of the Strategic and Academic Plan and development of an Equipment Plan
• Proving effective leadership and continuing to nurture faculty/administration collaboration in implementing the institutional mission

Respectfully submitted,

Rachel E. Albert
Dr. Rachel E. Albert
Vice President for Academic Affairs