UNIVERSITY OF MAINE AT FORT KENT
OFFICE OF ACADEMIC AFFAIRS

ANNUAL REPORT

Vice President for Academic Affairs
Dr. Rachel E. Albert

2010-2011
I. Introduction:

The Office of Academic Affairs had a highly productive and successful year. Leadership was provided for a notable number of new initiatives and academic achievements, most of which were part of the established annual goals for Academic Affairs (see Appendix A - VPAA Goals AY10/11), as well as additional initiatives that became necessary to better serve our students and for smoother operations of the academics of the institution.

These activities included providing oversight of all aspects of the academic curriculum of the institution, providing leadership to the faculty, managing the processes through which teaching is conducted and administered at UMFK, faculty development and retention, and providing oversight of the Academic Departments, Library and Information Services, Distance and Continuing Education, Center for Rural Sustainable Development, Institutional Research, and Student Support Services. The following highlights significant activities, initiatives, achievements, and/or events in these areas of oversight.

The primary academic focus for this year was on helping UMFK’s enrolled students succeed, retaining them to second year, and assisting them to progress to graduation. To increase enrollments and retain students, faculty and academic support staff worked together on continued efforts to enhance the quality of academic programs and curriculum both on campus and at a distance, improve advising, and to offer increased student support services, such as increased supplemental instruction and development of a bridging program. This year, faculty members devoted much energy and time to develop plans to expand, reposition, or restructure academic programs to best meet students and workforce needs, and increase access to distance education.

This annual report is intended to provide an overall summary of academic accomplishments and initiatives during the 2010-2011 academic year. All accomplishments described in this report result from the work of many faculty and staff across the campus in the area of Academic Affairs.

II. Summary of Academic Affairs Achievements

ACADEMIC QUALITY

Academic Program Revitalization Planning

- Academic Program Revitalization Plans were developed to address program expansion, repositioning, or restructuring were posted to Blackboard for public comment on January 14, discussed at Cabinet in February, and summarized and submitted by the VPAA to the President in March of 2011. Many program changes have already been implemented.

Annual Reports

- Annual reports were submitted for each program. One hundred percent of our programs have established student learning outcomes, 74% with indirect and direct assessment methods and
success thresholds with the majority (54%) reporting curricular changes because of data analysis or program review. Annual reports are available upon request.

**Licensure Pass Rates**

- Nursing remains the largest and most successful campus program. As of October 2010, UMFK’s nursing baccalaureate program received the highest first-time RN-NCLEX national licensure pass rate (90.3%) among the baccalaureate schools within the UMS, which is above the national average of (86%). As a result, one significant change enrollment consultants fed back is that “Nursing is the core brand of UMFK…” The good news is that this is both a robust and very high quality program with one of the best national certification exam pass rates in the state and the very best in the University of Maine System.

- For teacher certifications in Maine, all candidates must earn a baccalaureate degree and pass the Praxis I Pre-Professional Skills Tests (PPST), and the Praxis II subject tests and Principles of Learning and Teaching (PLT) tests.

- Praxis I, the PPST assesses basic skills in reading, writing, and mathematics and are designed to evaluate whether a student has the academic skills needed to prepare for a career in education. Overall, our students scored near the national average on these tests with an average score of 178 for Math, 179 for Reading, and 176 for Writing, all falling within the national average score range of 173 to 183. Although, our students met the national average, the first-time percent pass rate dropped from 78% in 2009 to 43% in 2010. Steps to improve the first-time pass rate are currently being addressed by the Division of Education.

- Praxis II, overall average scores for UMFK were 171 for K-6 and 171 for 7-12 and both fell within the national average score range. Elementary education had the highest pass rate at 97% (162 median score), but was slightly below the national median score of 164. The highest median score of 170 was achieved in English, as compared to the national median score of 160.

**Percentage of Operating Budget Dedicated to Instruction**

- UMFK contributed 31% of its operating budget to instruction, which is consist with sister campuses within the System as well as peer institutions.

**Presidential Lecture Series**

To increase intellectual discourse, the UMFK Annual Presidential Lecture Series welcomed:

- **Camille Dungy, an Associate Professor of Creative Writing at San Francisco University, to campus in March.** She is the author of Suck on the Marrow (2010) and What to Eat, What to Drink, and What to Leave for Poison (2006). She discussed the literary and environmental issues raised by the new anthology. She conducted presentations to students during English, Environmental, Anthropology, and Sociology classes.

- **Monica Wood, Maine native and author - newest book “When We Were the Kennedys: A Memoir from Mexico, Maine” (Spring 2011).** Ms. Wood, author of “Any Bitter Thing” - the book spent 21 weeks on the American Booksellers Association extended bestseller list. She gave an evening lecture on the details of writing fiction and the art of telling a story worth reading.

**Program External Reviews**

- Five-year programs reviews were conducted this year by two outside reviewers on the Behavioral, Social Science, and Environmental Studies programs. Reviewer recommendations to further enhance program quality will be addressed in final program reports to the President for transmittal to the Chancellor and BOTs.

**Scholars’ Symposium**

- The Second Annual UMFK Scholars’ Symposium on Bridging our Future: Culture, Conflict, and Convergence took place on April 29, 2011. Celebration of students’ scholarly
achievements took place through lectures, poster presentations, exhibits, and performances. The Libra Scholars for this event were Dr. Yolanda Broyles-Gonzalez from the University of Arizona and Dr. Uros Petrovic from the University of Kansas-Lawrence.

Sabbatical
• Dr. Steve Selva, Professor of Biology and Environmental Studies was awarded a sabbatical leave for spring semester 2012 to prepare two manuscripts for publication on his research. One manuscript will focus on his work conducted over the summers of 2006, 2007, and 2008 on calicioid lichens and fungi in northern New Brunswick, Canada. The second manuscript will focus on his calicioid lichen research conducted during the summers of 2005, 2008, and 2010 at the Great Smokey Mountains National Park in Tennessee and North Carolina.

Tenured Professors
The following three faculty members received tenure and were promoted to Associate Professor this year:
• Dr. Soraya Cardenas, Associate Professor of Sociology and Environmental Studies
• Geraldine Becker, Associate Professor of English and Creative Writing
• Paul Gebhardt, Associate Professor of Art

Trustee Professorship/Libra Professorships
• Dr. Steve Selva, Professor of Biology and Environmental Studies was awarded a Trustee Professors ($12,500.00) for academic year 2011-2012 to conduct the following research entitled, Using Calicioid Lichens and Fungi to Assess the Ecological Continuity of Old Growth Northern White Cedar Stands in Quebec, Canada.
• Dr. David Brown, Professor at Cornell University and Director for the Cornell Community and Rural Institute (Fall 2010) (Total Budget $2,687.38). Dr. Brown participated in a panel discussion, lecture and met with community stakeholders regarding community-based renewable wind energy at UMFK. He discussed his book, “Challenges for Rural America in the Twenty First Century” with students in Rural Sociology and worked with the Director of the Center for Rural Sustainable Development.
• Dr. Ruth Nadelhaft, Professor Emeritus from the University of Maine, Professor of English and Director of the Honors Program (Fall 2010) (Total Budget $4,000.00). Dr. Nadelhaft is involved with the National Endowment for the Humanities in the Literature and Medicine Project. She was the editor of “Imagine What it’s Like”. She presented a reading at UMFK from the anthology, followed by a discussion with students, staff, faculty, and St. John Valley community members.
• Dr. Camille Dungy, Associate Professor of Creative Writing, San Francisco State University (Spring 2011) (Total Budget $5,000.00). Dr. Dungy is the author of “Suck on the Marrow” and “What to Eat, What to Drink, What to Leave for Poison”. She read from the anthology and discussed the literary and environmental issues raised by the new anthology, and conducted presentations to students during English, Environmental, Anthropology, and Sociology classes.
• Dr. Edward Laine, Associate Professor of Earth and Oceanographic Science at Bowdoin College (August 27, 2010) (Total Budget $2,050.00). Dr. Laine gave the keynote address on service learning practices during UMFK’s Campus Development Day. He spoke on integrating service learning into the curriculum and talked about “how problem based service-learning can enhance a student’s critical capacities and problem solving abilities.
• Dr. Yolanda Broyles-Gonzalez, Professor of Mexican American Studies & Research Center at the University of Arizona (April 29, 2011) (Total Budget $4,973.56). Dr. Broyles-Gonzalez’ presentation at the 2011 Scholar’s Symposium focused on issues relevant to the region and UMFK’s mission, which commits to experiential learning, responsible citizenship, and environmental stewardship in its Franco-American, rural setting. She attended classes and reception and gave presentations on “Bridging Our Future: Culture, Conflict, and Convergence”.

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• Dr. Uros Petrovic, Assistant Director for the Office of Multicultural Affairs at the University of Kansas (April 29, 2011) (Total Budget $3,562.86). Dr. Petrovic presented at the 2011 Scholar’s Symposium on the genocide in former Yugoslavia. He also spoke on cross-cultural communications and conflict resolution. He attended classes and an evening reception.

• Barry Jean Ancelet, Professor of Francophone Studies at the University of Louisiana at Lafayette Louisiana (Spring 2011) (Total Budget $3,100.00). Dr. Ancelet gave an evening lecture and engaged the audience in an open discussion with UMFK faculty, students, and members of the community of the St. John Valley on culture, music, folklore, and language of our Cajun cousins.

• Andrea Bear Nicholas, Chair in Native Studies, St. Thomas University, Fredericton, New Brunswick Canada (Spring 2011) (Total Budget $2,300.00). Dr. Nicholas is a Maliseet, an internationally renowned author who gave a lecture on Native issues, rights, and other issues facing minority people. She introduced the audience to the untold history of the St. John River Natives from the Natives’ perspective.

• Monica Wood, Maine native and author - newest book “When We Were the Kennedys: A Memoir from Mexico, Maine” (Spring 2011) (Total Budget $3,600.00). Ms. Wood, author of “Any Bitter Thing” - the book spent 21 weeks on the American Booksellers Association extended bestseller list. She gave an evening lecture on the details of writing fiction and the art of telling a story worth reading.

ACCESS AND WORKFORCE NEEDS

Academic Programs

• Biology faculty drafted pre-dental, medical, and pharmacology curricula, which are on hold until a math faculty position is filled.
• A revised Environmental Studies curriculum was approved.
• A new Game Warden field studies in Public Safety Administration was approved.
• The forestry program underwent a name change this past year to Associates of Science in Applied Forest Management to better reflect the program in hopes of boosting enrollments. The name change was suggested by EduVentures in their recent report as a means of making the program more appealing to potential students. Starting with the fall 2011 semester, the Applied Forest Management degree now offers two concentrations for students to choose from, revised Forest Management concentration and a new concentration is a Wildland Firefighting.
• Two new concentrations, Secondary Social Studies Education and Pre-law, within the Social Science field were approved.
• A new study sequence in Behavioral Science within the Associate of Arts degree was approved. The study sequence in Human Services will be retired.
• A new study sequence in Emergency/Management/Homeland Security within the Associate of Arts degree was approved.
• A new study sequence in Accounting within the Associate of Arts degree was approved.
• Two new certificates, Emergency Management/Homeland Security and Healthcare Administration, were approved.
• New English concentrations in Literature, Creative Writing, and Professional Writing were approved. The English minor options including Literature and Theory, Creative Writing, and mythological Studies were retired.
• New Business concentrations in Entrepreneurship and Healthcare Administration were approved. Marketing, Small Business Management, and Winter Sports concentrations were retired.

Articulation Agreements
To enable students to earn college credits while they are still in high school, new agreements with high school forestry programs in Maine were approved with Region Two School of Applied Technology in Hodgdon and the Foxcroft Academy in Dover-Foxcroft.

Two were signed for the Computer Applications and Information Security programs with Waldo and the St. John Valley Technical Centers.

Arts and Humanities, Business, Education, and Nursing are updating the NMCC articulation agreements.

The St. John Valley Technology Center nursing articulation agreement was renewed.

Business, Criminal Justice, and Nursing are establishing an articulation agreement between UMFK and SMCC. See Appendix B for the list of articulations to date and those pending.

**UMS China Initiative**

- Three joint 2+1 Associate Degree program agreements were signed between Dalian Software University in Liaoning, P.R. China for the Associate of Art in Computer Science and E-Commerce, and the Associate of Science in Information Technology. Approval was not obtained, but is on hold by the Liaoning Provincial Education Department to establish the 2+1 Joint Associate Degree Program.
- The UMS is currently seeking “government approved” 2+2 agreements (as opposed to an “institutional” agreement) with Sanya Aviation Tourism Professional College for the computer science, information security, and business programs with an anticipated enrollment for the fall of 2014.

**CONTINUING AND DISTANCE EDUCATION**

**Blended Learning**

- Two pre-proposals were submitted for the Next Generation Learning Challenges $250,000 grant application for blended learning. The grant is funded by the Gates Foundation, Educause, and others with a focus on “increasing college readiness and completion by fostering the development and adoption of technologies that enable more flexible, high-quality learning experiences for all students.” UMFK was accepted as a partner ($10,000) with the University of Central Florida to offer a number of blended learning courses.

**Distance Education Strategic Plan and Investment Initiatives:**

- Achieved 89% student retention in online courses for the fall of 2009 and 93% retention in the spring of 2010. Needs stats
- A 30-member Distance Education Task Force is currently working on a Distance Education Strategic Plan, 2011–2014 and mission that address six institutional priorities including institutional context and commitment, curriculum and instruction, evaluation and assessment, faculty support, student support, and technical support to address the recommendations from CrossRoads and Paloff and Pratt consultants. A DE Strategic Plan draft is currently posted for input.
- Two faculty development sessions were held in the fall semester on engaging students in an online community, quality matters, and blended learning with Rena Paloff, Keith Pratt, and Jean Runyon.
- A Campus Development Day Committee was held to provide all faculty and staff with a professional development day surrounding the theme of, “Excellence in Teaching and Student Support”. The day included guest speakers, Robin M. Smith Ph.D. who led sessions around Conquering the Content and Reinforcing Information Retrieval with a Graphic Syllabus and Julie Selander who provided training in regards to Fostering Student Success: Creating a Student Centered Culture, Developing, and Providing Integrated One-Stop Student Services. The day also showcased a training provided by the Assistant Director of Media Services on two new software applications bought with grant money Soft chalk and Camtasia purchased to help improve online course development and student engagement.
• Technology Lab - New equipment purchased to support the development of a Technology Lab to provide faculty, staff, and students with necessary technological equipment, which helps with interaction and engagement in the online learning environment. Computer, AV, SMART Board and UPS System has also been purchased to help design, edit, and deliver online and onsite course content. There has also been several software applications purchased for these same efforts including Camtasia Studio 7 and Snagit 10 Bundle Software Licenses, Citrix GoToMeeting, SoftChalk v6 Software, Adobe Premiere Elements 9 Academic Software, and Final Cut Studio Academic Software.
• Ed2go, a branch of Gatlin Education, will help to organize and deliver a catalog of short course and career training programs through UMFK online. This offering is geared at providing academic outreach to the community and is part of campus’s mission.

OnlineMaine
• Ten 100% online programs and 5 certificates were developed and validated for inclusion in OnlineMaine in January at the online.maine.edu website, which is the entry point for online programs at public universities in Maine. UMFK efforts are in progress for advertising these programs on our website. See attached OnlineMaine list of Programs and Certificates.
• A new online orientation, which will be mandatory for all new students enrolled in online programs, is being created to help ensure student success. Online Orientation modules include Technology, Advising, Financial Aid, Business Office, Student Handbook, Academic Integrity, Library, Academic Support, and individualized information regarding Online Degrees.
• Marketing materials were created to help market UMFK’s 10 new online programs and 5 certificates, which are also available fully online. The marketing included bulk mailing printed rack cards, web banners, journal and newspaper ads, and soon to come SEA.

GRADUATE PROGRAMMING

Nursing Graduate Program and Certificate in Informatics
• An online Nursing for Health and Wellness certificate to be awarded by the University of Southern Maine beginning in the fall of 2011 was drafted with the following collaborating institutions: UMFK, UM, UMA, and UMF. The graduate certificate was designed to provide Registered Nurses with advanced health and wellness promotion knowledge and skills. However, in lieu of the above certificate, UMS nursing faculty voted to instead move forward with a higher-need Certificate in Nursing Informatics at the post-baccalaureate level. This certificate is currently under development. Use of UMS collaborative SIF funds are being used for faculty development in nursing informatics.

The Nursing Division is working with the University of Maine to develop a plan to move forward with offering graduate nursing courses from UMaine at UMFK. Courses will be offered on-line or via poly-com and will include all three program tracks, FNP, master’s in nursing education, and/or master’s in nursing administration. A public information session was hosted to assess area interest and provide information to potential students.

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

• A NEASC Fifth-Year Report and an annual report was submitted to the Commission in August of 2010 and April of 2011, respectively
• For 2009/10 and 2010/11, analyzed the Strategic Dashboard Indicators and Institutional Scorecard Indicators, see Appendix C for results.
Institutional Research

- UMFK has maintained and updated its College Portrait as a member of the Voluntary System of Accountability to provide comparative information for prospective students and parents.
- UMFK has identified a set of ten peer and aspirational institutions for the purpose of comparing faculty-to-student ratios and financial adequacy data.
- Research into student progression and success is underway – especially in light of our participation as a beta test site for the University of Alaska Student Learning Progress Model.
- Participating in the system-wide effort to establish a Data Warehouse with support from Phytoron Data Warehouse.
- Results of ETS Measure of Academic Proficiency and Progress (MAPP) survey were received in the fall of 2010, which showed a learning gain between freshmen and seniors in achievement of communication, critical thinking, and qualitative reasoning. Results available at IR website.
- Administered the National Student Engagement Survey this past academic-year for the third time; Faculty Student Engagement Survey was implemented for the first time this past academic year; awaiting results in early August.
- Completed and submitted the following national external surveys -US News, Princeton Review, I-PEDs, etc.
- Reported on programs graduating less than five graduates and courses with 12 or less enrollments per UMS request.
- Performed data gathering and analysis for enrollment and registration dashboards.
- Administered and analyzed the graduate survey (results forthcoming at IR website).
- Administered and analyzed alumni survey (results forthcoming at IR website).
- Conducted cost/benefit ratio analysis for each academic program.
- Analyzed and reported Praxis I, II, and PLT results for education program.
- Updated Statistical Abstract and Common Data Set (available at UMFK IR website).
- Analyzed and reported on retention and graduation statistics; program enrollment and attrition data; and projected Fall 2011 enrollments based on historical trends.
- Evaluated and reported on grading and deferred grade patterns.

LIBRARY AND INFORMATION TECHNOLOGY

Citrix XenServer

- Server virtualization is a big thing in the business world today. Virtualization of computers and applications help reduce administrative tasks and reduce total cost of ownership. In the past, we would purchase a server that may serve one or two purposes for some kind of product we needed. Citrix offers a server virtualization product that allows us to take that one server and use it for multiple purposes. It also allows us to control and administer multiple virtual servers in one convenient location and program. We currently have five physical servers hosting 16 guest servers that offer many different services to many different programs.

Wireless Printing

- We now offer printing over a wireless connection. This allows students to print to our printers while using their own personal laptop. Since we have a pay to print system it has always been difficult to allow personal computers to print to our network printers. We purchased an add-on product from our pay to print vendor that allows us to offer wireless printing and the ability to still charge the student for print jobs. We have this setup for all classroom printers, computer labs in both dorms and in the Library.

Library

- Extended Saturday hours from 1-5pm to 10am-5pm.
- Updated the Special Collections collection policy and created mission statement.
• Reorganized the library, created access to vending machines, etc.
• inventoried 142 of estimated 225 boxes of the John Martin Collection
• Library table at Admissions open house
• New furniture purchased, blinds purchased and installed
• New roof construction on library, supported by Stephen and Tabitha King Foundation ($25,000) secured by Director of Library and Information Services
• Moved vhs out of old microfilm room – created a second viewing room/study area
• Summons - integrated search technology

Media Services
• Admissions site and UMFK home page redesigned in accordance with Eduventures report.
• New program pages created for all online programs.
• Adopted HTML5 video standard for all future UMFK web site videos to increase access through mobile devices.
• Created a new design template, which has been deployed throughout the site, including the Current Students, Faculty and Staff, Experiential Learning, Blake Library, Continuing and Distance Ed, Summer/Winter/Spring Semester, Student Support Services, Commencement, Orientation, and Scholar's Symposium sections.
• Developed a One Stop FAQ database with front-end search and back end admin functionality.
• Added a live chat feature to the Admissions section.
• Built a page and implemented a blogging platform for Presidential communications.
• Launched a new campus virtual tour.
• Developed a new online form and database for Orientation registration.
• Developed a new online application for admission for online programs.
• Web content policy enacted.
• Switched to rechargeable batteries for all remote controls.
• Produced videos for Admissions, Online Orientation, Mythicraft, and multiple program pages.
• Assisted students with a 30-minute documentary about Fort Kent.
• Web application developed for mental health nursing assessment
• Hosted Northern Maine Regional Drama Festival.
• New presentation system installed in Fox Auditorium.

ORGANIZATION AND GOVERNANCE

Natural and Behavioral Science Realignment
• UMFK President and the UMS Chancellor approved realignment of the current and larger NBS division to two separate divisions to include a smaller NBS division and a Professional Management division. This realignment will enhance faculty members’ abilities to carry out the mission of the institution and allow for increased accountability, collaboration, and communications during this vital period of programmatic revitalization and change.

RURAL SUSTAINABLE DEVELOPMENT

Center for Rural Sustainable Development
• The Environmental Studies program will incorporate an energy course, ENV 322, Energy Conservation and Alternate Sources, into its curriculum in the Spring Semester of 2015.
• UMFK was awarded $500,000 by the Maine State Department of Conservation Wood to Energy Program for installation of a biomass boiler to replace a fuel oil boiler located in its Sports Center with a high-efficiency biomass boiler that will heat the Sports Center and The Lodge.
• Received $45,000 NSF/EPSCoR Sustainability Solutions Initiative, Sustainability Partners Planning Grant from U Maine System. Continued funding of $300,000 for the next three years. The implementation grant will be submitted at the end of July.
• Professor Dave Hobkins and Curt Harvey presented at Community GPS/GIS Workshop on Natural Resource Management and Planning held at UMPI on May 17th. Their presentation focused on Hands-on Garmin GPS data collection and data conversion to GIS using DNRRGarin. A Maine GIS Users Group Fall meeting will be held at UMFK in September 2011.
• A USDA-RD High Energy Cost Grant for Pleasant Street Academy seeking funding in the amount of $2,617,560 was submitted Sept 2010 and is pending.
• An internal assessment of the Center for Rural Sustainable Development (CRSD) is currently underway and being Chaired by Professor Brad Ritz.
• A complete assessment of the activities of the CRSD is available upon request

STEM

Mathematician faculty position approved

Greenhouse
• Greenhouse erected – winter and summer crops planted. Experiential learning implemented in the environmental studies curriculum

Forestry Camp
• As part of FOR226-Forest operations and FOR291- Forest measurements, a three-day forestry camp was developed and held at the Violette Wilderness Camp. The camp included four laboratory exercises, a forest products mill tour and a forest operations tour.

Maine IDeA Network for Biomedical Research Excellence (INBRE)Maine
• UMFK continues to be an outreach partner for ME-INBRE program, a federally funded program administer through Mt. Desert Island Biological Laboratory for selected student to participate in intensive molecular biology short course at MDIBL each year for the next 5 years.

MEIF Small Campus Initiative 2010/2011, An Undergraduate Research Project to Assess Fecal Contamination in the Meduxnekeag River: By Comparing Microbial DNA Signatures, Award $15,000. Principal Investigator, Kim Borges, Ph.D, Associate Professor of Environmental Studies Environmental Studies Program

Project Outcomes:

• Using a combination of microbial source tracking (MST) techniques and traditional E. coli indicator bacteria measurements, we collaborated with Houlton Band of Maliseet Indians (HBMI) Water Resources scientists to identify several sites of likely human contamination along the Meduxnekeag River. Some of these locations are not surprising, e.g. near a camp with a known sewage pipe into the river, but other sites have few land uses that suggest a human source of contamination. At other sites, the MST findings strongly suggest that fecal pollution in the river does not originate from human sources. The HBMI scientists will work with appropriate officials to begin remediation efforts at some of the identified locations.

• One UMFK undergraduate student worked on the project for her senior thesis during fall semester, and presented her thesis results in a public presentation on campus. This student
began work on the Meduxnekeag River project in Spring 2010 as a research assistant funded by a 2009-2010 MEIF grant.

• Three UMFK undergraduate students worked on the project as research assistants during the spring semester. The students gained valuable research experience using state of the art biotechnology instrumentation.

• Two of the students attended the Maine Water Conference in Augusta in March. They were exposed to a scientific professional meeting, and were able to network with other water quality scientists.

• Two of the students and the PI presented a scientific poster of our project findings at the 38th Maine Biological and Medical Sciences Symposium (MBMSS) in Bar Harbor in April.


• The PI attended the EPA National Beaches Conference, as well as a Beach Monitoring 101 Workshop sponsored by the US EPA in Miami in March. These meetings addressed new methods of addressing fecal contamination at coastal beaches, including MST.

• As a result of MST experience and lab infrastructure gained through my three MEIF grants, the PI has been awarded a subcontract on a Maine DEP-Maine Healthy Beaches Program pilot project to use MST to evaluate chronic fecal pollution at southern Maine beaches and shellfish harvesting areas during the summer of 2011.

Science Education Alliance – Our First Initiative

• As a result of Dr. Kim Borges-Therien successful grant application, UMFK was selected as a Maine INBRE institution to participate in the rigorous Howard Hughes Medical Institute-Science Education Alliance See Change program, a national initiative to change science programs. “The program engages beginning college students in true scientific discovery. The course – part of SEA’s National Genomics Research Initiative – is built around a national experiment in bacteriophage genomics. Participating classes isolate unique bacterial viruses and decode their genomes. In the process, students also make significant contributions to the field of genomics.”


STUDENT SUCCESS AND RETENTION

Academic Retreats

• Several Academic Affairs retreats were held with the Chairs and Program Coordinators to discuss progress on program revitalization efforts, General Education, the Honors Program, and FYE at UMFK.

First Year Experience (FYE) Task Force

• The FYE Task Force was charged with undertaking a review of current UMFK FYE initiatives, developing program goals, and proposing an innovative FYE Implementation Plan that includes an array of shared first-year academic courses and initiatives that will enhance opportunities for engaging students in curricular and co-curricular experiences consistent with UMFK’s mission and general education program. The work of the task force is to be completed by the end of spring semester 2012. Initial FYE strategies are being implemented in the fall of 2011. A preliminary FYE plan was submitted to the VPAA. A Foundations of
Excellence self-study will be undertaken in the 2011-2012 academic year with an anticipated outcome of a comprehensive FYE plan.

General Education Core Program
• As part of the UMFK’s 2009-2014 Strategic Plan academic excellence priority, a Task Force elected by the Faculty Assembly, began a review of the General Education Program this academic year. The committee was charged with reviewing and refining the general education philosophy and outcomes.

Honors Program
• As part of the UMFK’s 2009-2014 Strategic Plan academic excellence priority, and at the request of the President and Vice President for Academic Affairs, an enhanced UMFK Honors program is being reinstated fall of 2011. Dr. Joseph Becker is chairing this initiative. The Chair was charged with developing a new vision for UMFK’s Honors Program as a model of excellence on campus, to identify ways to align the Honor’s program more closely with the campus mission, and the outcomes of the general education program. An early draft is being utilized to illustrate potential enhancements to the program and for discussion and review by the Honors Advisory Council and the Faculty Assembly.

Faculty Survey of Student Engagement
• UMFK also participated in the Faculty Survey of Student Engagement (FSSE), which is designed to measure faculty expectations for student engagement in education practices. The survey focused on: faculty perceptions of how often students engage in different activities; the importance faculty place on various areas of learning and development; the nature and frequency of faculty-student interactions; and how faculty members organize their time, both in and out of the classroom. Both of these projects are coordinated by the Indiana University Center for Postsecondary Research. Results are anticipated in late August.

National Survey of Student Engagement
• UMFK participated in the National Survey of Student Engagement (NSSE) to collect information about student participation in academic studies and educationally purposeful activities and how UMFK uses its resources and organizes the curriculum and other learning opportunities to get students engaged in activities that research studies show are linked to student learning. UMFK anticipates receiving a variety of reports that compare students’ responses with those of self-selected groups and comparison institutions in late August. The results of the survey will provide information on how undergraduates spend their time and what they gain from attending university.

Student Learning Progress Model
• UMFK, a member of the American Association of State Colleges and Universities (AASCU), is serving as beta test site for a new student progression analytics model designed by Gary Rice at the University of Alaska Anchorage, which provides a comprehensive view of student progress and success. It is widely recognized that the federal graduation rate metric is limited. “Institutions nationwide currently rely on a metric that may represent only a small portion of their student body: the rate at which first-time, full-time degree seeking students complete associate or baccalaureate degrees within 150% of the college catalog time.” Thus, the new student-centered model is a “powerful expansion and redefinition of the limited and dated traditional student success metric and provides better documentation of all students’ learning progress and award completion.”

Student Support Services (TRIO)
• Offered Supplemental Instruction for Human Biology I and II courses for Fall and Spring semesters, which revealed improved grades for students who participated
• Delivered an after-school mentoring program to 2nd graders every Monday after school, working with them on issues on bullying, sharing, respecting one another, etc. The program
was well received and successful in terms of student participation. Other projects the group worked on this academic year was a Boston Field Trip where students raised money to cover transportation costs, game nights, a stress buster evening, Express Yourself with Color art night and a Wilderness Retreat for the fall.

- Developed all developmental courses for online delivery to be implemented Fall 2011
- Developed pilot summer bridge program
- Offered a Non-Traditional Lunch Group for non-traditional students to get together and support each other. This group meets every other week.
- Initiated a laptop and textbook lending program to TRiO students
- Developed a Fall and Spring TRiO Newsletter
- Offered a “Welcome to TRiO” to new participants
- Held Stress Buster nights for TRiO student at mid-term and finals week including Reiki treatments with Dorothy Hopkins and Debra Durkins
- Held Passport To Success Academic Skills Workshops during Fall and Spring semesters
- Held several cultural events: Mardi Gras celebration day for TRiO participants, Express Yourself Through Color art event and an Acadian History event at Acadian Archives and the St. David Historical Society with Lise Pelletier and our annual Christmas Party
- Distributed over $13,000 of Grant Aid to eligible TRiO participants
- Held a Money Management Workshop for students who received grant aid
- Planned a Boston Field Trip for TRiO students coordinated efforts with Student Activities (Shawn, Aaron, Lena)
- Held our third annual TRiO Recognition Banquet
- Held mock interviews during career week to TRiO students to prepare for job interviews
- Coordinated graduate school visits for TRiO students. Visited UMO, USM and UNE in May 2011

Summer Camps
- Criminal Justice and Rural Public Safety and Nursing held successful summer camps to recruit high school students. Nursing had 15 participates and CJ had 12 participants.

Writing Lab
- The UMFK Writing Lab was opened on February 10, 2010. Writing tutors met with 17 English 111 Lab students for 2 hours per week for the semester that they were enrolled, which included 450 tutoring hours. Total tutoring hours since opening equates to 923 hours. A detailed writing lab report will be submitted by August 30, 2011.

III. Key Performance Indicators
- The Institutional Effectiveness and Assessment Plan report, which includes results of the 2000-2014 Strategic Plan benchmarks is available at http://www.umfk.maine.edu/pdfs/stratplan/2011/KPIs.pdf and the
  Institutional Effectiveness Scorecard KPI is available at the IR website at:

IV. Staff Development and Service
- Individual reports are available upon request.
V. Looking Ahead - Academic Year 2011/12 Priorities and Goals

ACADEMIC QUALITY

Academic Revitalization Plans
• **Work with faculty to implement program revitalization priorities**, which will be tied to budget planning and evaluated each year through the annual reporting mechanism. Continue to monitor program attrition and graduates less than five per year. See Appendix D for current 3-year review of program enrollments and graduates.

High-Impact Teaching/Learning
• **Support continued faculty development** for high-impact teaching learning strategies such as experiential and service learning
• **Resubmit the High-Impact Teaching Learning application** to AAC&U for a faculty team to attend Institute in the summer of 2012

Program Review and Student Learning Outcomes Assessment
• **Continue to verify and enhance program quality through program review, accreditation, and student learning outcomes assessment (SLO).**
  ▪ The Bachelor of Science in Biology is scheduled for review in the upcoming academic year
  ▪ Education will submit a two-year report on standard two to the Department of Education on its progress toward beginning teacher assessment and engagement of students early in the schools
  ▪ Review and rewrite process for program review
  ▪ Bring in consultant to work with faculty on SLO and post outcomes and results to the web
• **Continue to focus on the academic excellence priority of the strategic plan and monitor performance through evaluation of dashboard indicators on a yearly basis.**
  The outcomes of these comprehensive efforts will include:
  ▪ A successful Biology review along with a one and five-year Biology program plan;
  ▪ A successful Maine DOE review of Education’s standard-two report;
  ▪ A draft Nursing self-study in preparation for a site visit by the Commission on Collegiate Nursing Education in the fall of 2012;
  ▪ A report of student learning outcomes for each program with curricular changes;
  ▪ An action plan based on NSSE results;
  ▪ A refined set of general education outcomes;
  ▪ Favorable student reviews, 80% or above, on the quality of the UMFK general education and student experience from graduating seniors
  ▪ A favorable student-faculty ratio (15:1) in comparison to peer institutions;

Licensure Pass Rates/Program Accreditation
• **Maintain at national or above student pass rates** on relevant licensure and certification exams
• **Maintain national and international program accreditations**

Presidential Lecture Series/Symposium
• **Deliver two Presidential Lectures** on campus-specific theme
• **Host Scholars’ Symposium in spring**, seeking to further increase faculty & student participation

Tenure and Promotion
• **Revise tenure and promotion criteria** and post-tenure review guidelines
• **Meet with faculty to discuss tenure, promotion, and post-tenure review expectations**
• Implement Teaching Portfolios for Peer Review of faculty

**ACCESS AND WORKFORCE NEEDS**

**Academic Programs**
• **Continue to expand academic portfolio by conducting a market analysis for programs that are in high demand.** Consider feasible of (e.g., Associate of Science in Occupational Therapy Assist, Associate of Science in Respiratory Therapy, Associate of Science in Medical Information Technology)

**Articulation Agreements**
• **Further build 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.

**China Initiative**
• **Secure “government approved” 2+2 agreement with Sanya Aviation Tourism Professional College** for the computer science, information security, and business programs and an anticipated enrollment of fall 2014.

**CONTINUING AND DISTANCE EDUCATION**

Academic quality and student success in the online environment are two of UMFK’s strategic planning priorities, which are also aligned with the three priorities of New Challenges New Directions document to maintain academic quality, expand student enrollments, and student success initiatives that lead to degree completion. The VPAA will work with the Director of Continuing and Distance Education to implement the following DE strategic investment priorities:
• **Increase student success by providing online access to all student support services typically offered on campus including orientation, advising, writing, tutoring, first-year experience and developmental courses per NEASC expectations;**
• **Provide support for faculty development, design, and delivery of quality online courses and instructional materials (i.e., visuals, written materials, etc.);**
• **Develop new market driven distance education programs and certificates that respond to workforce needs and trends;**
• **Provide high-impact, technology enhanced, quality instruction focused on student success and retention of students in our online programs;**
• **Reduce the individual-related barriers to the offering of off-campus programs (i.e., release time, merit pay, etc.).**

**The outcomes of these efforts will include:**
  - 85% or greater retention of students enrolled in online classes;
  - 75% or greater retention of students enrolled in online programs from fall to fall;
  - 85% or greater student satisfaction with online advising and student support services;
  - Increased annual Fall FTE online enrollment of 30 students/year; and
  - 85% or greater faculty satisfaction with curriculum design and delivery support.

• **Approve and implement Distance Education Strategic Plan and monitor performance measures**
• **Continue to expand the integration of technology-based instruction widely.** Education is exploring use of I-Pads in the curriculum. The Next Generation grant will integrate blended learning into the English, Math, and First-Year Experience courses.
• **Develop financial model for continuing and distance education programming.** Research performance indicators useful for measuring the financial assessment and return on investment of continuing and online distance education.

**GRADUATE PROGRAMMING**

• **Determine feasibility to bring graduate programming to northern Maine in high-program need areas.** The VPAA will charge the Graduate Program Taskforce with exploring the feasibility of developing two high-need graduate programs.  
  The outcomes of these efforts will include:
  - Report or market analysis graduate program need (e.g., nursing)
  - One graduate program intent-to-plan approvals, as is feasible based on market analysis
  - Write substantive change report to NEASC
  - Based on need and review, establish a Graduate School proposal

**INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT**

**Strategic Planning**

• **Continue to benchmark UMFK’s progress toward implementing UMFK’s Strategic Plan priorities, monitoring institutional effectiveness, and working with various established groups to develop plans for corrective action, as is necessary.** This summer, benchmarking data was collected over the past several years. Discussions of this information and need to keep or refine our current benchmarks along with action plans for continuous quality improvement will occur at a President’s Retreat in the late summer.  
  The outcomes of these efforts will include:
  - A UMS board-approved strategic plan with refined benchmarks for annual monitoring and reporting of our progress;
  - A body, such as a Council on Planning and Evaluation or Institutional Effectiveness and Assessment, reinstated to discuss continuous quality improvement efforts of UMFK’s Strategic Plan efforts; and
  - Systematic reporting of our strategic plan priority efforts.

**Institutional Research**

• **Continue to provide institutional research support for organizational, educational, and administrative functions for improved decision-making and effectiveness.**
  - Provide analytical support for Foundations of Excellence participation
  - Provide employment and/or graduate school matriculation of all our students needs to be monitored.
  - Complete “Data First” and S-Series forms for NEASC on an annual basis
  - Make peer-to-peer comparisons on student-to-faculty ratio, financial adequacy, retention, etc. on an annual basis
  - Keep the IR website up-to-date (Instructional Data, and UMFK Quick Facts)
  - Provide access to UMFK Strategic Plan with Dashboard Indicators
  - Continue research into student progression and success in relation to our cultural, economic, and geographic position.
  - Upgrade the VSA College Portrait page, especially sections dependent on Student Tracker or Cost Calculator.
  - Develop a course enrollment database to enhance cost of instruction analysis and provide course-sequencing information.
  - Develop relationships with other IR analysts in UMSystem and at other schools.
  - Continue to form a data warehouse and develop better access processes.
- Revise online Statistical Abstract, tie into Dashboard, Campus Profile, and other access options to incorporate UMS Data Warehouse.
- Integrate UMFK dashboards and reports into the UMSystem Data Warehouse.
- Integrate UMFK IR with IR offices at other campuses and at System office.
- Expanding and strengthening UMFK IR though grant supported activity

LIBRARY AND INFORMATION TECHNOLOGY

- Develop and implement Information Technology Plan

ORGANIZATION AND GOVERNANCE

- Review Chair and Program Coordinator roles and responsibilities
- Implement a campus civility and governance policy
- Bring in consultant to improve communications, shared governance, and atmosphere of collegiality at the program and division levels
- Provide development opportunities for Chairs

RURAL SUSTAINABLE DEVELOPMENT

- Work with President and CRSD Committee to appoint Interim Director from Sept 15 to February 1
- Work with President and CRSD Committee to appoint permanent Director
- Work with Principal Investigator to seek funding for EPScOR planning grant
- Realign the CRSD mission and future direction based on recommendation and input from the Internal Assessment Committee
- 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.

STEM

- Hire mathematician
- Develop science based allied health program options
- Double enrollments across the computer and information security programs – System goal
- Increase science-based internships and undergraduate research opportunities

STUDENT SUCCESS AND RETENTION

As described earlier in this report, after receiving the First-Year Experience Plan from the FYE Taskforce at the end of the spring semester, faculty and staff are already moving forward with some important initiatives for the fall semester to include learning communities, link courses, faculty mentors, and common courses and readings. UMFK is enrolled in the Foundations of Excellence (FOE) for assessment of our FYE. As a first step, a small group will attend the launch session in late July. Early in the fall semester, nine working groups will be established to:
- Address all areas of the FYE self-study
- FOE surveys will be administered to learn more about our FYE initiatives
- Analyze student engagement as measured by NSSE indicators in the fall of 2011 and develop action plan.

The outcomes of these efforts and self-assessment will include:
- A NSSE Action Plan
- A comprehensive FYE plan, which will ultimately lead to
Increased freshmen persistence rates by 1% per year over the next five years.

Student Support Services

- **Determine success of writing lab** – report to be submitted by September 1, 2011
- **Expand supplemental instruction to more high-risk courses.** High-risk fall courses have been identified as Introductory to Psychology, General Biology, and Human Biology as having the highest failing rate over the past fall semesters. These courses will all have an SI session included for Fall 2011 semester.
- **Incorporate more experiential learning opportunities** for TRiO students as appropriate.
- **Encourage more faculty to apply principles of Universal Design for Learning** in their course design
- **Apply for Title III as RFP (Strengthening Institutions Program) and funding becomes available** – through the Department of Education to fund a Student Success Center on campus and conduct review of developmental program
- **Implement Summer Bridge Program** for the underprepared student. The future plans are that this program will be mandatory for conditional students AND for students who test into two or more developmental courses. Our goal is to offer a quality program to benefit the at-risk student and as a result increase UMFK’s retention and graduation rates.
- **Offer study skills workshops online** to our distance education students.

VII. Conclusion

At the conclusion of last year’s annual report, several areas were highlighted that would need special attention during the year. As this report documents, significant progress was made in all areas. Turning once more to the year ahead, as described, we have already begun to identify several important areas that will receive special attention.

In summary, UMFK will continue to create efficiencies while enhancing access to degree programs 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 colleges 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;
- Ensuring that faculty are well-prepared and supported in the development of high-impact teaching learning and delivery of online instruction; and
- Exploring the feasibility for graduate programming to increase access to students in Aroostook County.
Appendix A

UNIVERSITY OF MAINE AT FORT KENT
2010/2011 Goals for
Office of Vice President for Academic Affairs

• Implement Edventure market analysis recommendations and expand, reposition, and restructure academic programs (Program Revitalization Plans Developed, shared, and are now ready for implementation)
• Increase student engagement in high impact learning activities as measured by NSSE indicators in the fall of 2011 (Anticipating NSSE/FSSE results to share campus-wide in late August)
• Implement distance education strategic investment fund deliverables (e.g., standardized framework for quality of distance education, implementing best practices, new technologies, etc.) (Accomplished all DE SIF deliverables and more, see Continuing and Distance Education section of this report for a summary of the deliverables)
• Expand academic portfolio by introducing new programs that are in high demand according to market analysis (e.g., Associate of Science in Occupational Therapy Assist & Fire Science) (We expanded our program portfolio online and increased access to 10 programs and 5 certificates online). These two mention programs will need a market analysis and funding, before we can move forward).
• Implement veterans’ health care curriculum, pending approval of federal earmark (Submitted $600,000 nursing earmark, approved at the house, but not at the senate).
• Explore feasibility in development of a graduate programming collaborative with UMFK, UMPI, and UMM (Should UMFK be able to demonstrate current need, for example, in nursing or education, we will be given the green light)
• Develop UMS graduate certificate in nursing (A draft certificate of courses that would be accepted as part of the nurse practitioner program was developed, but after much discussion, the UMS nursing leaders decided it was best to pursue a Certificate in Nursing Informatics instead. A faculty member at the USM is currently getting some training in informatics).
• Explore feasibility of federal earmark request in the area of information security (There is a current band on federal earmarks).
• Verify program quality through thorough academic program reviews. Conduct review of the Biology, Behavioral, Environmental, and Social Science programs (Both reviews were conducted, anticipating final formal 5-year plan).
• Formalize 5-year academic plan (Remains in draft form, because we were too busy implementing academic strategies).
• Continue to monitor and reduce, where possible, instructional costs through review of year-to-year benchmarks (This is ongoing).
• Continue progress in assessing effectiveness of general education program and student learning outcomes (The NSEE/FSSE, graduate, and alumni surveys were administered to provided on meaningful information on the effectiveness of the current GE curriculum. A GE Taskforce is currently refining the institutional or GE outcomes. A GE outcomes draft is anticipated in August for discussion).
Appendix B

Articulation Agreements

STANDING ARTICULATION AGREEMENTS

University of New Brunswick/University of Maine at Fort Kent Associate of Science in Forest Technology

University of Maine at Augusta/University of Maine at Fort Kent Bachelor of Science - Nursing

University of Maine at Farmington/University of Maine at Fort Kent Bachelor of Science - Nursing

University of Maine at Presque Isle/University of Maine at Fort Kent Bachelor of Science - Nursing

Central Maine Community College/University of Maine at Fort Kent Bachelor of Science - Nursing

Eastern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Nursing

Kennebec Valley Community College/University of Maine at Fort Kent Bachelor of Science - Nursing

Kennebec Valley Community College/University of Maine at Fort Kent Baccalaureate Degree Program

Kennebec Valley Community College/University of Maine at Fort Kent Associate of Arts - General Studies Degree

Northern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Business Management

Northern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Elementary Education

Northern Maine Community College/University of Maine at Fort Kent Bachelor or of Science-Nursing

Northern Maine Community College/University of Maine at Fort Kent Baccalaureate Degree Programs

Université de Moncton Campus d= Edmundston/University of Maine at Fort Kent

Saint John Valley Technical Center/University of Maine at Fort Kent - Credits toward Bachelor of Science in Nursing
Foxcroft Academy, Maine Vocational Region Two (Southern Aroostook Vocational Education), Southern Aroostook Community School District 9, M.S.A.D. 14, 25, 29, 70, Maine Vocational Region Three, Millinocket School Department, M.S.A.D. 30, 31, 67, 113/University of Maine at Fort Kent Associate of Science in Forest Technology, Oxford Hills Technical School

Saint John Valley Technical Center/University of Maine at Fort Kent - Credits toward Associate of Science in Information Security and Bachelor of Science in Computer Applications Programs

Waldo County Technical Center/University of Maine at Fort Kent - Associate of Science in Information Security and Bachelor of Science in Computer Applications Programs

Lee Academy/University of Maine at Fort Kent

York County Community College/University of Maine at Fort Kent - Bachelor of Science in Rural Public Safety Administration

NEW AGREEMENTS - PENDING

AFC Bournemouth Coaching Academy United Kingdom/University of Maine at Fort Kent - Coaching

Caribou Regional Technology Center/University of Maine at Fort Kent - Criminal Justice

Southern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Nursing

Southern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Public Safety Administration

Southern Maine Community College/University of Maine at Fort Kent Bachelor of Science - Business Management

York County Community College/University of Maine at Fort Kent Bachelor of Science - Information Assurance/Security

Fort Kent Community High School,SAD#27 CTE CJ Program

PB06-16-11
Appendix C

Strategic Plan for Excellence 2009-2014 and Institutional Scorecard Dashboard Indicators

- *Institutional Effectiveness Scorecard KPIs* are available at the IR data warehouse website.