

Board of Trustees
Academic and Student Affairs Committee
August 26, 2024 at 9:00 a.m.
Zoom / no physical location

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

Public session

9:00 a.m. - 9:30 a.m. Tab 1	Student representatives discussion Topic: Student engagement
9:30 a.m. -10:00 a.m. Tab 2	Faculty representatives discussion Topic: Student engagement
10:00 a.m. - 10:20 a.m. Tab 3	State of Transfer report
10:20 a.m. - 10:40 a.m. Tab 4	Multi-university programs report
10:40 a.m. - 10:50 a.m. Tab 5	UMS Strategic Plan updates:
10:50 a.m. - 11:00 a.m. Tab 6	2024-25 Academic and Student Affairs work plan

Executive session

The Academic and Student Affairs Committee will enter executive session under the provision of MRSA Section 405 6-A.

Following the executive session, the Committee will reconvene the public meeting to discuss the following items:

12:00 p.m. - 12:05 p.m. Tab 7	Tenure at the time of hire, Associate Professor in the Department of Communication Sciences and Disorders, UM
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12:05 p.m. - 12:10 p.m.

Tab 8

Tenure at the time of hire, Associate Professor in the Osher School of
Music, USM

Items for Committee decisions and recommendations are noted in red.

Note: Times reflects estimates of the length of presentations or discussion on a given topic. An item may be brought up earlier, or the order of items changed, to allow for effective deliberation of matters before the Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Student representatives discussion: Student engagement

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X **BOARD ACTION:**

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

Board and student engagement

BACKGROUND:

The Academic and Student Affairs Committee invites student representatives of the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The student representatives, working in conjunction with Chair MacMahon, have decided that the August 2024 ASA meeting topic will be student engagement.

Attachment
[Student Representatives ASA Presentation 8.26.24](#)



STUDENT ENGAGEMENT 8/26/24

Events Across Campuses

- Hundreds of events are held across the system and its campuses
- Events are held frequently
- Campus events vs. R/CA events

Difficulties

- Consistently low attendance, sometimes even none
- Lounge spaces are frequently unused
- Funding
- Connecting with others
- Emails and posters are outdated and ineffective.
- Coordinating events as a student

Existing Steps Taken

- Talon Tokens - UMPI
- Incentives (food or prizes)
- Passive events
- Newsletters

Recommendations & Questions

- Token Idea universally
- Provide lounge and events additional funding
- Change how events are handled
- Incorporate events into classes

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Faculty representatives discussion: Student engagement

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

Board and faculty engagement

BACKGROUND:

The Academic and Student Affairs Committee invites faculty representatives to the Board of Trustees to bring forward discussion items relevant to their university communities and the University of Maine System. The faculty representatives, working in conjunction with Chair MacMahon, have decided that the August 2024 ASA meeting topic will be student engagement.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: State of Transfer report

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

This report serves to update the Academic and Student Affairs Committee on the current and future state of transfer conditions and initiatives within UMS, and aligns with multiple Actions and Goals in the Strategic Plan, including:

- Commitment 1, Action 5 *Strengthen Maine Community College System transfer pathways to UMS*
- Commitment 5, Action 1 *Remove barriers to transfer*

BACKGROUND:

Vice Chancellor St. John and Director of Student Success and Transfer Initiatives Heather Ball will provide an overview of the report, engage the trustees in a discussion, and answer questions.

Attachment

[UMS State of Transfer Report August 2024](#)

University of Maine System 2024 State of Transfer Report



*Maine's
Public
Universities*

UNIVERSITY OF MAINE SYSTEM

Introduction

Today's postsecondary students attend a variety of colleges and universities throughout their professional lives. According to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), "Students are on the move." There is a global rush for credentials and a knowledge economy that demands postsecondary skills. Students look to traditional and nontraditional education providers to prepare them for opportunities of the future. Yet in a joint statement on the transfer and award of credit, AACRAO, the Council for Higher Education Accreditation (CHEA), and the American Council on Education (ACE) noted that "Students who take nonlinear paths through postsecondary education are also the ones at greatest risk of failing to complete a degree and are disproportionately nontraditional, low-income, and students of color." Many of these students find it difficult to receive credit for learning they have already acquired. While higher education has a key role to play in driving upward social mobility and boosting individual well-being and economic prosperity, credit-transfer policies and practices that hinder students' ability to achieve success worsen existing inequities. Sensible transfer and award of credit policies that recognize a student's prior learning are essential to making the cost of a degree accessible and affordable.

"Transfer credit" encompasses a broad range of opportunities to provide credit for learning external to the student's current institution. For example, high school students challenge themselves by completing college-level work through Advanced Placement (AP) courses, International Baccalaureate (IB) coursework, and early college courses. Students attend community colleges and seek transfer to earn a bachelor's degree from a four-year institution. Students return to college following "gap" time or in pursuit of advanced certifications, degrees, new credentials, or a new career path. Moreover, many active-duty military or student veterans come to college with credit recommendations from ACE.

The U.S. Department of Education reported in 2015 that on average, students who transfer lose 13 credits already earned and paid for. The impact of lost credit is enormous and contributes to students taking an average of five or more years to earn a four-year degree (New England Board of Higher Education). Student transfer is a vital part of the New England higher education landscape: four in ten students in New England transfer at least once on their path to completing a bachelor's degree.

Research conducted by AACRAO, the Community College Research Center, the National Student Clearinghouse, the Lumina Foundation, the Western Interstate Commission for Higher Education, and others has identified four guiding principles of a successful and comprehensive transfer credit policy:

1. Students have the right to clearly know how credits transfer.
2. Institutions should develop policies that help prepare students for the transition.
3. Both institutions and students have responsibilities in the transfer process.
4. Transfer credit policies should reflect the mission and goals of the institution.

Timely and appropriate awarding of credit for learning already acquired is imperative, and a well-written credit transfer policy can be an effective recruitment and retention tool. Students can easily be overwhelmed with information, which can lead to a lack of planning, frustration with the process, loss of credit, or not transferring at all. The most important thing is that institutions and students work together to ensure student success with the goal of seamless transfer to degree completion by removing barriers to that outcome.

In addition to these guiding principles, the New England Board of Higher Education (NEBHE) has identified several best practices and state-level recommendations, including:

- A comprehensive and easy to use one-stop state transfer website.
- A transferable core of general education courses.
- Analysis of transfer students' retention and completion.
- Reverse-transfer opportunities.

Faculty and staff from UMS and the Maine Community College System (MCCS) have built transfer practices through a commitment to collaboration. Three considerations are fundamental: (1) quality; (2) comparability of curriculum, including content, scope, and rigor; and (3) appropriateness and applicability of the learning experience to the program offered by the receiving institution. Institutional and/or programmatic (faculty) autonomy is at the heart of these considerations. Importantly, denial of credit without a reasonable rationale undermines both students' and the public's trust in our system of higher education as a societal good and a driver of upward mobility.

2023 UMS Transfer report highlights

Each year, the UMS Office of Institutional Research analyzes transfer data and drafts a [report](#) that provides descriptive statistics for entering undergraduate transfer students in the University of Maine System. Data in the report are extracted from the MaineStreet database and the National Student Clearinghouse.

More than half of all transfers in Fall 2022 came from outside of MCCS and UMS, and nearly half of all MCCS students transferring into UMS campuses came from Southern Maine Community College (SMCC). At that time, the University of Southern Maine received 40.2% of incoming MCCS transfers, and UMA received the second largest proportion (26.2%). Nursing was the most popular program, followed by liberal studies.

Entering transfer students have often attended multiple institutions. Most UMS transfers initially enrolled at a four-year public institution in the northeastern United States. About half of MCCS transfers in fall 2022 had completed an associate degree or other credential prior to entering UMS. In fall 2022, entering transfer students had higher first-term GPAs and passed a higher proportion of credit hours attempted than undergraduate students entering UMS as first-time post-secondary students. Conversely, first-time undergraduate students attempted and passed more credit hours on average than transfer students. In the same semester, the overall return rate for transfer students was 69.2%, and it was 72.4% for first-time students. Of these students, MCCS transfers returned at a higher rate than all other entering students at 73.1%.

Per the fall 2023 Transfer report, transfer and first-time undergraduates had similar completion rates after four and six years: 50.6% of all transfer students entering in fall 2017 had completed a credential at their entering UMS institution by the end of their fourth academic year after transferring. Likewise, 49.6% of first-time undergraduates entering in the same fall term had completed a credential at their starting institution by the end of their sixth academic year.

Of the 2022-23 graduates, 15.9% had one stop-out and another 14.7% had two or more stop-outs. Those with no prior community college enrollment completed at a faster rate (between 4.8 and 5.2 calendar years on average) than those with prior enrollment at a two-year public institution who did not earn an associate degree (between 7.0 and 8.1 calendar years on average). Those with a prior associate degree typically took between 10.1 and 10.8 calendar years on average to complete.

Maine Community College System

Maine's public universities and community colleges have a long tradition of working together. They are doing so now more closely than ever before given the needs of Maine students and employers and the institutions' imperative to achieve efficiencies and savings through partnership (2024 Public Higher Education System Coordinating Committee Report, 1). MCCC is the greatest source of UMS transfer students. MCCC has begun to see an increase in enrollment as the Free College Scholarship has taken off; increased MCCC enrollment can and will benefit UMS. In fall 2023, 546 MCCC students transferred to UMS campuses, a 9% increase from 2022. UMS continues its collaborative work with MCCC to develop seamless, accessible, high quality, and responsive programming to ensure these transfer numbers continue to climb.

There are now more than 180 formal articulation agreements between specific programs of study that allow MCCC students to transfer into UMS and have all their community college credits count. These articulation agreements often entail the participating institutions making curricular changes. To support the important alignment between Maine's public universities and community colleges, faculty often serve on advisory boards for each other's programs (2024 report, 3). UMS and MCCC prioritize development of transfer pathways based on state workforce needs and by identifying which UMS programs are most sought after by MCCC; partnerships between the two Systems are intended to grow the size and skill of the workforce in high-need fields for the state. For the most part, UMS/MCCC transfer (or articulation) agreements are between specific programs of study at specific institutions. Although these agreements provide clear guidance to students interested in transferring from one program to another, each has its own requirements that can make the process complicated.

According to the 2024 Public Higher Education System Coordinating Committee Report:

Maine students should be able to enroll in postsecondary education with confidence and progress through their educational experience with clear pathways and few obstacles to timely graduation. To meet that shared goal, UMS and MCCC are working together to create Guided Pathways between our two systems and from high school. These pathways are highly structured, educationally coherent program maps that align with students' goals for careers and further education.

Transfer student enrollment rates fell 6.9 percent nationally in 2022 and about 16% since the onset of the COVID pandemic, according to a report by the National Student Clearinghouse Research Center. Upward transfer (from two-year to four-year institutions) fell 11.6% in spring 2022 compared to spring 2021. Only 31% of community college students transfer to four-year institutions, and only 14% of those who transfer graduate with a bachelor's degree within six years (NEBHE 2022).

General education block transfer

In 2015, UMS and MCCC signed an MOU intended to improve educational attainment in Maine by enhancing transfer between the two systems through the adoption of a comprehensive general education block transfer agreement. The transfer block includes at least 34 credits of general education course work with grades of C- or better in all courses taken from MCCC. The block's outcomes include content from eight key general education categories, with the understanding that each institution's general education will undoubtedly contain many more outcomes. Students who have completed the transfer block at any UMS or MCCC institution will be regarded as having completed the general

education requirements at every other UMS or MCCC institution, except for up to eleven credits of additional general education coursework to be specified by the receiving institution.

The intent of the block transfer agreement is to eliminate confusion, simplify pathways into and through Maine’s public colleges and universities, strengthen advising, accelerate time to degree completion, and reduce costs for students.

Reverse-credit transfer

Reverse-credit transfer is a process through which academic credits for coursework at UMS are transferred back to the community college previously attended by the student to satisfy associate degree or certificate requirements. Through reverse-credit transfer, a student’s achievements are recognized after she has transferred to a UMS campus and have accumulated the credits needed to fulfill the associate degree or certificate program. A recent example was a UM-UMA partnership in which cohorts of UMA students resided on campus in Orono while taking UMA courses. Students who completed a four-semester program in good standing had the option of matriculating into a UMA or UM degree program while earning their UMA associate degree via reverse-transfer.

Technology supporting transfer

A digital course search tool enabling the exploration of course offerings in unique disciplines across all UMS campuses was launched in 2023. Relatedly— as described in greater detail in the 2024 multi-university programs report— UMS formalized an agreement for cross-linking courses delivered by two or more universities in 2022. The multi-university programs report also describes UMS’s adoption of two new software tools supporting transcript review and credentials management, both of which will strengthen our transfer capacity.

Repaving MaineStreet

This initiative is a set of projects for transitioning the MaineStreet Human Resources and Financials systems to Oracle Cloud platforms and reimplementing MaineStreet Campus Solutions (the UMS student information system). The overarching goals of the initiative are to provide:

- An improved MaineStreet experience for all.
- Expanded opportunities for collaboration between universities.
- Enhanced consistency to support process improvements and data.

. Recommendations specifically related to transfer include:

- Developing a new business process to begin using certain data fields and functions related to transcripts.
- Reconfiguring the TRN (transfer) grade basis across UMS institutions to remove unnecessary symbols and to ensure consistency across campuses.
- Redesigning processes to eliminate barriers to automatic articulation of transfer credit.
- Increasing efficiency in posting batch transfer credit across campuses.
- Standardizing transfer rules.
- Unifying transcripts for posting test and other credits.
- Using reporting tools to aid transfer credit rules creation and maintenance.
- Increasing transparency of transfer credit rules with students.

- Implementing functionality for students to evaluate transfer credit.
- Purchasing and launching a third-party product to read and load coursework from external transcripts.
- Designing a process to post old coursework as enrollment or transfer rather than other credit.

Policy and governance updates

In the United States, accreditation serves as the guarantor that an institution meets certain minimum standards. The Department of Education (DOE) and the Council for Higher Education Accreditation (CHEA) recognize a number of accrediting bodies, including regional accrediting commissions, which historically accredited traditional colleges and universities, but which now accredit proprietary, vocational-technical, and single-purpose institutions as well; national bodies that accredit various specialized institutions; and professional organizations that accredit free-standing professional schools in addition to programs within multi-purpose institutions. Both DOE and CHEA employ formal processes requiring that any accrediting body meet specified standards or criteria in order to be recognized by them.

In November 2019, DOE published final regulations on accreditation that eliminated reference to “regional” accreditation requirements. These changes went into effect in July 2020, eliminating the formal distinction between historically regional and national accrediting agencies. In a joint statement issued by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in December 2021, the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA) wrote:

... the award of credit should not be denied based on the type of accreditation of the sending institution, provided that the institution’s accreditor is, and remains, recognized by the Council for Higher Education Accreditation or the U.S. Department of Education.

UMS Administrative Practice Letter X-D (APL X-D) outlines procedures for the transfer of academic credit. APL X-D specifies:

Course credit will be transferred only for coursework delivered by regionally accredited institutions, through AP or CLEP, or through life experience (i.e. prior learning or other learning such as military training, etc.) when validated through the approved campus processes.

The most recent update of APL X-D was in 2003. The UMS transfer officers group has proposed a revision of APL X-D based upon the 2020 federal regulatory changes noted above and streamlined in light of current practices and policies. The Vice Chancellor for Academic and Student Affairs has endorsed the proposed revision and will be discussing it with the UMS Faculty Governance Council in fall 2024.

UMS Strategic Plan

The development of the 2023-2028 Strategic Plan emphasized several overarching principles that should be kept close in mind through this review of the current state of transfer policy and practice within UMS. A few guiding principles seem to speak directly to transfer policies and practices:

- A student-centric approach.
- Values of sustainability, quality, affordability, and justice, diversity, equity, and inclusion.

- Alignment of the UMS mission with the state of Maine’s needs and priorities.
- Bold and transparent decisions based on objective data.
- Cost-effective measures to balance the current and future interests of students, faculty, and staff.

Using the tool of unified accreditation, the University of Maine System has begun the work of enhancing and optimizing transfer policies and practices to remove barriers to students; propelling academic collaborations; and achieving efficiencies through coordinated planning. Actions and Goals in the Strategic Plan focusing on transfer are:

Commitment 1, Action 5 *UMS will strengthen Maine Community College System (MCCS) and Early College pathways to our universities*

Goal 5.1 *UMS academic leaders will establish pathways with our MCCS and Early College partners, beginning with identifying UMS programs most sought after by MCCS and Early College students*

Goal 5.2 *UMS will review transfer agreements and work with MCCS to improve transfer processes and outcomes. This goal will be measured by incremental improvement in transfer outcomes*

Goal 5.3 *UMS academic leaders will introduce Early College students and newly enrolled full-time UMS students to faculty and administrators in our graduate and professional programs, including business, education, law, public policy, STEM fields, arts and humanities, health fields, and other areas to promote 3+3, 4+2, 4+1, and related pathways into UMS graduate and professional programs before or during the first semester of their UMS careers. Expanded pathways to achieve this goal will increase on an annual basis*

Commitment 2, Action 4, Goal 4.1 *Determine whether the launch of new programs has positively or adversely affected a) enrollment in existing programs in the same field, and b) ease of transfer for incoming students, including those from the Maine Community College System*

Commitment 5, Action 1 *Through the Unified Catalog and Repaving MaineStreet initiatives, UMS will eliminate structural barriers to transfer and course registration and refine a course-search mechanism to make locating any class offered by any of our universities simple and fast*

Conclusion

The University of Maine System is responding to the need for effective, student-serving transfer policies and practices through close examination and analysis of student data; close collaboration with the Maine Community College System; the anticipated fall 2024 revision of our Systemwide transfer policy; and technology upgrades intended to improve the student experience and success rates.

For Questions, contact the Vice Chancellor of Academic and Student Affairs Office, VCASA@maine.edu



University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Multi-university programs report

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

As emphasized in the 2023-28 University of Maine System Strategic Plan, unified accreditation is "the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration."

Multi-university programs are at the core of unified accreditation. This report serves to update the Academic and Student Affairs Committee on the current and future state of these programs, and aligns with multiple Actions and Goals within the Strategic Plan, including:

- Commitment 1, (Teaching) Action 2 *Expand access to course offerings at each of our universities to students at all of our universities*
 - Goal 2.3 *Centrally support multi-university program development and delivery and measure the progress in such programs and their effectiveness*
- Commitment 2, (Effective Academic Portfolio) Action 3 *Develop a process for the effective assessment of program learning outcomes in multi-university programs*
- Commitment 5, Action 2 *Support the development of new multi-university academic programs*

BACKGROUND:

Vice Chancellor St. John and Director of Academic and Enrollment Initiatives Jamie Ballinger will provide an overview of the report, engage the trustees in a discussion, and answer questions.

Attachment

[UMS Multi-University Programs Report August 2024](#)

University of Maine System 2024 Multi-University Programs Report



*Maine's
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UNIVERSITY OF MAINE SYSTEM

Introduction

Unified accreditation is a first-of-its-kind tool for change and innovation for the University of Maine System (UMS) and its students. It is the mechanism through which our universities and law school maximize resources and capitalize on opportunities for growth and collaboration. It removes barriers and allows students to benefit from our system's full array of programs, talents, and resources. For faculty, staff, and our broader communities, it enables the fluid transfer of knowledge, research, and resources. Unified accreditation lays the foundation for developing multi-university programs and initiatives such as academic collaborations, cross-disciplinary courses, and cross-campus planning, allowing our System of universities to rethink what higher education can be in Maine and beyond.

The UMS Strategic Plan affirms the value and utility of multi-university collaborations and the importance of continual assessment and program improvement to the benefit of students, faculty, staff, and the state. To those ends, the Strategic Plan includes the following Actions and Goals:

- Commitment 1, (Teaching) Action 2 *Expand access to course offerings at each of our universities to students at all of our universities*
 - Goal 2.3 *Centrally support multi-university program development and delivery and measure the progress in such programs and their effectiveness*
- Commitment 2, (Effective Academic Portfolio) Action 3 *Develop a process for the effective assessment of program learning outcomes in multi-university programs*
- Commitment 5, Action 2 *Support the development of new multi-university academic programs*

This report addresses our progress through an annual update on the state of multi-university academic activity.

Multi-university courses, programs, and academic initiatives

(i) Multi-university courses

Collaborative course-sharing agreements among UMS universities can include an entire program, a collection of courses, or a single course section. The sharing of courses is typically facilitated through cross-linking. In cross-linking, one university (the Host institution) provides instruction for another university (the student's Home institution). Cross-linked courses are designed to:

1. Expand a student's academic programming choices by accommodating a course or courses not taught by the Home institution.
2. Resolve course scheduling conflicts that delay timely program completion.
3. Allow universities to deliver—jointly—innovative new programs that the Home institution could not deliver individually.
4. Apply existing faculty expertise, facilities, and instructional resources more effectively.

Since Fall 2022, more than 1,300 UMS course registrations have been facilitated through cross-linked courses, affording students access to curricula not offered at their home university. More than 200

course sections have been offered as cross-linked multi-university opportunities, with subject matter ranging from cybersecurity fundamentals to advanced topics in K-12 teaching.

Cross-linked course sections
Fall 2022 - Summer 2024

	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024
Number of cross-linked sections available	33	45	19	49	51	14
Students from “away” enrolled in cross-linked sections	315	310	58	354	264	37

(ii) Multi-university programs

Multi-university collaborative programs extend the flexibility of cross-linked courses into full academic, research, and partnership opportunities. Examples range from degree programs sharing courses across multiple universities to research and teaching collaborations:

THOR: In spring 2024, the seven UMS university faculty governance bodies worked to approve the Tourism, Hospitality, and Outdoor Recreation (THOR) minor across UMS. This minor uses cross-linked courses, unique learning experiences, and collaborative faculty to allow students throughout Maine to participate regardless of their home university.

MGI: The Maine Geospatial Institute unites the state's geospatial technologies community across the University of Maine System and beyond, bringing together scientists, researchers, students, educators, industry leaders, and other key partners to advance economic growth, workforce development, education, and research— all of which are strengthened through collaboration.

UMF/UMA nursing: Students participating in this nursing collaboration prepare to become qualified professionals while enjoying a unique joint-enrollment opportunity. Students are enrolled by the University of Maine at Augusta and experience the traditional residential college environment of the University of Maine at Farmington. Students take coursework flexibly at the two locations and thereby gain access to faculty experts and co-curricular experiences at each physical location and online.

(iii) Multi-university academic initiatives

In addition to academic courses and programs, the universities and System staff continue to partner on

multi-university administrative initiatives to support student learning, success, access, and retention. Below are four examples:

The Unified Catalog initiative

Begun in spring 2021, the Unified Catalog initiative seeks to remove barriers and increase opportunities for students, faculty, and staff by expanding access to individual courses and to lists of courses available in future academic terms across our universities while ensuring that we indicate how— and which— courses align with a student’s academic program. This is true for students taking a single class at one university to fill an elective or gap in their program at their home university, and for students enrolled in a collaborative multi-university course or program. Outcomes to date include:

- Creation of a course-search tool allowing students to locate— in one place— courses offered at all of our universities and at the University of Maine School of Law.
- Removal of a number of administrative barriers to course registration, course transfer, and related elements of the academic process.
- Adoption of the Raptor transcript-review software in August 2024 and the Parchment academic credentials management software in fall 2024.

Direct admissions

Launched in spring 2023, the University of Maine System direct admissions initiative is a partnership of all seven UMS universities to remove barriers to access for Maine students. This effort brought together admissions, data, enrollment, and academic experts across UMS to develop a set of streamlined admissions pathways for Early College students, traditional-age high school graduates, and Maine Community College System graduates. Our most recent, and potentially most impactful, outcome in this arena is the July 2024 signing of the Transfer ME agreement guaranteeing qualified MCCA students admission to an academic program at one of our universities.

Outcomes assessment for multi-university programs

Continual review and assessment of multi-university initiatives is critical to their long-term success. The Vice Chancellor for Academic and Student Affairs expects to partner with THOR faculty leaders and the System-wide Academic Assessment Committee (SWAAC) in fall 2024 on a pilot process by which new and existing multi-university programs can evaluate their learning outcomes and use those findings to improve student success.

Conclusion

As new multi-university programs are developed across UMS, we expect additional opportunities to arise for our students, faculty, staff, and the people of Maine and beyond to take advantage of the full breadth and depth of resources available through Maine's public universities.

For Questions, contact the Vice Chancellor of Academic and Student Affairs Office, VCASA@Maine.edu



University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: UMS Strategic Plan updates

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

Pursuant to the aims of the 2023-28 University of Maine System Strategic Plan, Academic and Student Affairs staff will share updates on Actions and Goals associated with the work of the Vice Chancellor's office, the chief academic officers, and the Committee.

BACKGROUND:

Vice Chancellor St. John will update the Committee on two recently completed strategic plan initiatives:

- Commitment 5, Action 3, Goal 3.7 *Updating time frames for academic program reviews*
- Commitment 2, Action 4 *Evaluating the effect of new academic programs on existing programs in the same field to ensure the continuing viability of all programs in that field*

Attachments

[UMS Program Reviews Report July 2024](#)

[UM-UMM Program Reviews Outline Document](#)

[UMFK Program Reviews Schedule AY19-AY26](#)

[Enrollment Effects of New Programs on Existing Programs July 2024](#)

UMS Program Reviews Report July 2024

This report fulfills Commitment 5, Action 3, Goal 3.7 of the University of Maine System Strategic Plan.

The information below and attached was provided by the Chief Academic Officers and was organized and edited for clarity and consistency by the Vice Chancellor for Academic and Student Affairs.

Goal 3.7: *Universities identified as needing to update time frames for academic program reviews will complete those updates and implement their new or revised time frames by the end of spring 2024.*

As reflected in the updates shared here, our universities employ a range of approaches to the management of effective program reviews.

University of Maine at Augusta (UMA)

The program review process at UMA is a collaborative effort. The two academic deans— College of Arts and Science (CAS) and the College of Professional Studies (CPS)— the department/academic coordinators, the provost, the academic associate to the provost and deans, and the Office of Institutional Research and Assessment (OIRA) director all play integral roles. This includes overseeing and leading the annual and five-year scheduled review process.

OIRA provides institutional data for the process, such as retention, completion, graduation rate, diversity information, etc. for each academic coordinator to use in the annual Academic Program Review Reports and in the more comprehensive UMA Academic Assessment Program Review Five-Year Cycle.

The Five-Year Cycle employs an “internal” review process followed by an “external” one. This generally follows a spring-to-fall or fall-to-spring semester pattern. Programs in these cycles are altered as needed due to a number of factors:

- Sabbaticals of key faculty (normally academic coordinators)
- Schedules of the external review team
- Significant curricular changes that warrant time to implement before evaluation
- Delays in starting the internal review process due to data reporting challenges.

In fall 2023, UMA completed the following:

three internal reviews:

- Art
- Cybersecurity

- Information and Library Science

three external reviews:

- Biology
- English
- Interdisciplinary Studies and Liberal Studies

The following reviews were completed in spring 2024:

two external reviews:

- Art
- Information and Library Science

two self-study reviews for an Outside External Review (OER) accreditation agency:

- Cybersecurity (National Security Agency)
- Education (Maine Department of Education)

Final reports from external reviews (fall/spring) were submitted to the provost and the dean. A response to the external reviews for the current academic year (fall/spring) is prepared over the summer months. The provost's findings and recommendations are discussed with the dean and program coordinator in the fall.

The fall 2024 semester will see five internal reviews:

- Applied Science
- Aviation
- Computer Information Systems / Data Science
- Justice Studies
- Public Administration

Spring 2025 will see five external reviews:

- Applied Science
- Aviation
- Computer Information Systems / Data Science
- Justice Studies
- Public Administration

The University of Maine at Augusta is up-to-date in its program reviews schedule.

The University of Maine at Farmington (UMF)

In 2023-24, UMF initiated a pilot project involving a comprehensive review of the academic portfolio (rather than the typical process of reviewing each program in isolation). The concomitant evaluation of all programs gives appropriate weight to questions of resource allocation and curricular efficiency, as each program is considered in relation to other programs and the needs of the university, holistically considered. Strategies for enhancing the quality,

distinctiveness, and marketability of various academic programs are guided by emerging institutional priorities as well as the long-term strategic plans of UMF and the University of Maine System.

Issues considered in this program review process included:

- The mission and goals of each program
- The number of students in the major
- Average class size
- Program characteristics (e.g. number of credits in the major, faculty resources devoted to the program, and opportunities to collaborate with other departments)
- Strategies employed by programs to attract and retain qualified students
- Opportunities to establish meaningful career pathways (e.g. internships, field experiences, or other career-relevant work)
- Distinctive features of specific programs that contribute to their quality
- The place of each program in the UMF academic portfolio (e.g. contributions to General Education; collaborations with other programs)
- Opportunities for improving programs (and relevant challenges).

The timeline for the program review process was as follows:

-- Phase I (October-November 2023). Program profiles submitted by chairs and/or program coordinators.

These profiles include documentation of (a) the mission and goals of the program, (b) special programmatic characteristics (e.g., student research, innovative pedagogies, distinctive internship opportunities), (c) department staffing (including updated CVs), (d) interactions with other programs on campus, (e) articulation agreements and other pathways into the program (e.g. Early College), (f) faculty areas of teaching interest, and (g) new initiatives and anticipated program changes.

-- Phase II (December 2023-January 2024). Administrative review of program profiles and other relevant data (e.g. number of majors, degrees conferred, student credit hours (SCH), class size, FTE faculty, use of adjunct faculty).

- This holistic review included consideration of the complete academic portfolio, with special attention given to (a) the distinctiveness of offerings, (b) the budgetary implications of program design and course cycling plans., (c) links among programs (e.g. possible cross-listing of courses), (d) modes of instruction (e.g. the need to move some programs online) and (e) faculty teaching adjacencies (i.e. a consideration of faculty talents and potential outside of their traditional teaching assignments).
- Feedback to chairs and program coordinators was an iterative process, with issues emerging during this phase of the review shared in a series of conversations with the relevant stakeholders.

-- Phase III (March-April 2024). Self-study templates submitted by chairs and/or program coordinators (in the wake of administrative feedback provided in Phase II).

These templates (and supporting materials) include current enrollment data as well as additional documentation of course cycling plans, recruitment opportunities, retention strategies, workforce development opportunities (e.g., internships, pathways to careers), and evidence of program quality (e.g. alumni career data; other relevant assessment reports). These templates also included proposed changes to the structure of the program (if applicable).

Outcomes of the 2023-24 program review process fall into two categories:

1. Outcomes relevant to the complete academic portfolio

- The financial sustainability of UMF is contingent on achieving a norm of approximately 240 student credit hours (SCH) per faculty member per semester. In a three-credit system (excluding lab sciences), this is equivalent to 20 students per class. This norm has not been realized in recent years.
- Options available to achieve financial sustainability include (a) reducing the total number of courses taught (to increase average class size), and (b) increasing enrollment by expanding into new markets (e.g. adult learners).
- With fewer residential students, we need to critically examine our current academic portfolio, including program requirements and course cycling plans. UMF is currently implementing a broad array of strategies to align its portfolio with the size of the institution, including:
 - Cross-listing classes to maximize course enrollment
 - Reducing the number of required courses (which relaxes the need to offer low-enrolled courses, especially in programs with fewer majors)
 - Encouraging faculty to teach in adjacent areas (e.g. a course required in the business program might be delivered by a mathematics faculty member).
- UMF's general education program was revised in Spring 2024 to better align with system-wide practices. For example, the requirement that students take three courses in three distinct social science disciplines was changed to three courses in *two* distinct disciplines. This revision facilitates transfer from regional community colleges and is consistent with requirements at other universities. We also shifted this year from a Natural Science requirement that included two four-credit lab courses to a model consisting of one lab and one non-lab course. This should help free up Natural Science faculty to develop online science classes and thus facilitate our expansion into new markets.

2. Program-specific outcomes

- During the program review process, the Interim Co-Provost/Dean of Education, Health and Rehabilitation met twice with each program's faculty to discuss information shared

in the program review. Below are examples of actions taken as a result of the program review process:

- Students enrolled in the Special Education major are no longer required to complete a minor in addition to the major, thus reducing potential barriers for transfer students.
- Faculty in Elementary Education expanded access to state-required elementary education certification courses by developing a cycle of online courses that will be offered each semester. This enhanced access will meet the needs of ed techs, conditionally certified, and emergency certified teachers across the state.
- Special Education faculty modified course cycling and course delivery modalities to maximize course enrollment and meet the needs of UMF's residential students and working adults enrolled in the online Special Education major.
- Rehabilitation and Human Services faculty revised degree requirements, reducing the number of required courses by three credits.
- Rehabilitation and Human Services faculty now cross-list REH courses with Honors and Academic Career Exploration courses, when appropriate.
- In addition to the university-wide program review, teacher education programs continued to collect and analyze data to ensure program quality as part of state and national accreditation expectations. These measures included numerous course-based assessments, program-specific student focus groups, end-of-program surveys, mentor teacher surveys, alumni surveys, and employer surveys.

The Interim Co-Provost/Dean of Arts and Sciences worked with chairs and program coordinators to address various issues that emerged during the program review. Below are examples of actions taken as a result of this process:

- UMF has developed a new fully online program in Interdisciplinary Studies with a concentration in Public Policy.
- Art faculty have been working to professionalize the Visual Arts program (e.g. graphic design skills are now effectively integrated into the art curriculum). One outcome of this work is a change in the name of this program to Art and Design (beginning fall 2025). This should help attract students to a major with promising career opportunities.
- The Performing Arts curriculum is being revised to include interdisciplinary coursework in the music and theater tracks. For example, a program change proposal drafted in spring 2024 requires that students pursuing the music track select two or three courses *outside of music* ("in consultation with an advisor and related to student interests"). This reduces the number of music and theater courses we need to offer each semester.

The English program is being revised in response to a recent reduction of full-time literature faculty from six to four. Changes include modifications in the course cycling plan and the elimination of multiple electives.

Assessment of program quality varies by program, with appropriate attention given to student outcomes. For example, alumni career paths are documented in reports shared by English, Creative Writing, Mathematics, Computer Science, Psychology, History, Anthropology, Political Science, Biology, and Earth and Environmental Science.

Future directions

The university's plan for 2024-25 is to build upon the academic reviews by (a) increasing our efficiencies with courses counting in multiple programs, and (b) offering low-enrolled courses in both an in-person and online modality. We must offer courses with higher enrollment per class (to yield a university-wide average of 240 credit hours per faculty member). Progress here will likely require additional changes to the structure of programs and course cycling plans.

University of Maine at Fort Kent (UMFK)

A comprehensive list and schedule of UMFK's program reviews is attached.

The Annual Academic Program Review (AAPR) process has been helpful in improving student success at UMFK by streamlining courses and the course schedule in order to increase student enrollment in designated program courses.

University of Maine/University of Maine at Machias (UM/UMM)

Detailed information about the [program review process](#) at UM/UMM is available on the provost's website, and a program review outline document is attached to this report.

Employing the university's established process, UM/UMM completed the following program reviews in 2023-24:

1. Communication Sciences and Disorders (College of Earth, Life, and Health Sciences)
2. School of Food and Agriculture (College of Earth, Life, and Health Sciences)
3. School of Forest Resources (College of Earth, Life, and Health Sciences)
4. School of Marine Sciences (College of Earth, Life, and Health Sciences)
5. Philosophy (College of Liberal Arts and Sciences)

In addition, the following reviews are in progress or have been scheduled for 2024-25:

1. School of Performing Arts (College of Liberal Arts and Sciences)
2. Physics (College of Liberal Arts and Sciences)
3. Psychology (College of Liberal Arts and Sciences)
4. English (College of Liberal Arts and Sciences)
5. Communication and Journalism (College of Liberal Arts and Sciences)
6. School of Computing and Information Sciences (College of Liberal Arts and Sciences)
7. Sociology (College of Liberal Arts and Sciences)

8. Earth and Climate Sciences (College of Earth, Life, and Health Sciences)
9. Wildlife, Fisheries, and Conservation Biology (College of Earth, Life, and Health Sciences)
10. School of Economics (College of Earth, Life, and Health Sciences)

University of Maine at Presque Isle (UMPI)

Description

The process for ensuring completion of self-studies and annual program reviews through the Annual Academic Program Report is maintained by the Provost in the Office of Academic Affairs in conjunction with the Dean for Academic Affairs and the Executive Director of Academic Development and Compliance, who provides guidance for programs throughout the entire planning and assessment process. The vision for UMPI's Academic Program Planning and Assessment (APPA) is to not only ensure that graduates are proficient within their chosen programs, but to: 1) increase the quality and efficiency in curriculum development (selection, alignment, implementation, and assessment), and 2) increase university-wide and system-level curriculum collaboration, student prior learning assessments, and the detail of student outcomes assessment documentation. Student achievement is measured through multiple methods, both direct and indirect, including retention rates and graduation rates; success toward certification and licensure for specific professional programs; and required student engagement in "capstone" experiences such as internships, service learning projects, or extended scientific research. As of 2016, UMPI has maintained a formal Academic Program Planning and Assessment Process and institution-wide assessment plan.

Process

The Executive Director of Academic Development and Compliance provides guidance for programs throughout the entire planning and assessment process (see [Academic Program Planning and Assessment Policy Manual](#)), including the completion of PLOs, curriculum/program maps, annual methods/measures by which assessment occurs, and the formal full program review process. The formal self-study process (recommended by the UMS as occurring every seven years unless otherwise required by outside accreditation regulations) has been revised to include a comprehensive Self Study that includes: detailed program information including all course syllabi, schedule of course offerings, and a program map/matrix detailing the relationship of courses to the program's PLOs; analysis of annual program student learning assessments; data trends for at least the past five years; roster of associated faculty and staff; surveys of graduates; SWOT summary/analysis as well as summary of the program's contributions to campus mission and pertinent strategic plans. Detailed guidelines can be found at <https://www.umpi.edu/offices/wp-content/uploads/sites/4/2019/08/Program-Review-Procedures.pdf>.

All programs, including those outside the desired seven-year time frame, are slated to complete their Self-Studies by May 2025. Several programs maintain either annual or regular external

assessments (e.g., professional programs such as Social Work, Physical Therapy Assistant, Medical Laboratory Assistant, and Elementary, Secondary, and Physical Education, which must meet external accreditation standards. All program PLOs and associated curricular maps, as well General Education's GLOs and curriculum map, are provided on the UMPI web site (<https://www.umpi.edu/offices/provost/assessment-of-learning/>). Individual course competency units or lesson materials are thus addressed through formative assessments (as "learning targets"), which are then aggregated into course SLOs receiving summative assessment, which in turn link into to program learning outcomes (PLOs) and/or specific general education outcomes (GLOs).

Programs up for review this year (2024-25) include:

Biology
 Business Administration
 English
 Environmental Science
 Psychology

Following the adoption of unified accreditation and UMS Strategic Plan, the Program Self Study was significantly revised. The Self-study section produced by program faculty contains the elements describing the programs' current features and material assessments of all program aspects. The self-study consists of the following sections contained in the Full Program Review template:

- Program Overview
 - History and Rationale
 - Students
 - Faculty and Instructors
 - Enrollment, Scope, Expenditures, and Revenues
 - Mission and Major Proficiency Outcomes
 - Major Categories of Competency Outcomes
 - Requirements and Curriculum Organization
- Prior Review Recommendations and Response Assessment
- University and System Strategic Planning and Mission Alignment Assessment
- External Service and Impact Assessment
- External Academic Agreements Assessment
- External Resource Agreements Assessment
- Academic Quality Assurance, Transparency, and Public Disclosure Assessment
- Enrollment Management and Student Success Assessment
- Extracurricular Opportunity and Engagement Assessment
- Advising and Student Services Assessment
- Academic Assessment
 - Student Academic Performance Assessments
 - Student Research and Service Assessments

- Course Assessments
- Instruction Assessments
- Career Fields Relevance Assessments
- Graduate Performance and Career Placement Assessments
- Curriculum and Program Development Assessment
 - Proficiency Areas Development
 - Competency Areas Development
 - Course Development: Progression and Alignment of Outcomes
 - Faculty and Instruction Development
- Curriculum Assessment by University Faculty
 - Curriculum Assessment and Recommendations
 - Collaboration Assessment and Recommendations
- Program Projections and Recommendations
 - Students Success and Enrollment Projections and Recommendations
 - Faculty Quality Projections and Recommendations
 - Finance Projections and Recommendations
 - Curriculum Projections and Recommendations
 - Collaboration Projections and Recommendations

A link to the template for the Full Program Review including the Self-Study can be found [here](#).

A timeline for the completion of the Self-Study commences on September 10, setting forth meetings with the programs undertaking self-studies, the faculty self-study due by February 10, 2025, with final summary reports by the administration due in June.

University of Southern Maine (USM)

USM is updating the time frames for all program reviews that are currently behind schedule in order to complete them in 2024-25 (along with reviews already scheduled for the year). By the end of 2024-25, the university will be fully back on schedule.

The following programs will be reviewed in 2024-25:

English
 History
 Geography/Anthropology
 Policy, Planning and Management
 Tourism and Hospitality
 Theatre
 Linguistics

Background

At the University of Southern Maine, the Service Promise and the [Academic Affairs Vision 2028](#) drive our academic strategy. These two guiding visions are rooted in the belief that community, research, student academic support, inclusion, and career competency are the pillars of academic success.

In advance of our 2024-25 strategic planning process, President Edmondson outlined five major goals, including Retention and Student Success. In response, Academic Affairs and the Division of Enrollment Management seated a cross-institutional committee that focuses upon Retention, Persistence, and Graduation. This committee developed a strategic plan whose top goal is to establish a clearinghouse of retention initiatives, and most importantly, an institutional dashboard of student success data. USM recognized that program-level student success data, though collected, has rarely been used because the numbers of students in individual programs are so small.

Additionally, the Office of Academic Assessment conducts biannual departmental-level student surveys, modeled on the National Survey of Student Engagement (NSSE). In this, we, like other institutions, struggle with low response rates. Nonetheless, USM is making student success at the program level a strategic priority by using traditional external reviews to assess the quality of a program's academic offerings. We will now also be deploying our own professional staff who work in areas dedicated to student success to provide "internal-external" reviews to identify curricular and scheduling barriers that get in the way of student progress.

We have also found, through program reviews, curricular areas with high D/F/W rates, particularly in STEM areas, and in response developed a pioneering Learning Assistant program that has become a model for the UM System. It has been expanded thanks to the System's Gateways to Success initiative. Finally, as part of program review, all programs at USM now have published learning outcomes and document assessment of those outcomes through our Annual Assessment of Student Learning Reports. In documenting and reviewing our assessment processes, one of our most important goals is to use data at the program level to improve student outcomes.

University of Maine School of Law (Maine Law)

Maine Law prepared a self-study in advance of a comprehensive accreditation review by an American Bar Association (ABA) evaluation team in spring 2024. The ABA's review included rigorous assessment of the J.D. and other academic programming.

Suggested Outline

The recommended structure is two parts. Part 1 provides a description and appraisal of the following areas: (1) students and program, (2) faculty and staff, (3) scholarship, research, and creative work, and (4) service, outreach, and administrative activities. Discussion in each area will conclude with an outline of goals and necessary improvements. Part 2 is an overall summary of the improvements needed to address the challenges outlined in Part 1, the future goals for the program, and actions that will be taken to achieve those goals. The following is a suggested outline. Please note that not all areas and questions will be relevant to all academic units. Further, some units may want to add information that is not included below.

Notes

*Provided by Office of Institutional Research and Assessment

**Provided by Office of Research Administration

PART 1: Description and Appraisal

Overall Description	
Describe the mission and goals of the unit. Provide a brief history of the program(s), including a summary and year of the most recent program review findings and changes made as a result. Provide a brief outline of the academic programs offered.	
Students and Programs (Please speak to undergraduate and graduate programs separately)	
Describe the academic programs offered	
Data/Evidence	Link to the catalog, enrollment by program for the past 5 years*, example of course syllabi
Guiding Questions	<ul style="list-style-type: none"> • How do your programs link to the mission of the unit? • What are the strengths, weaknesses or challenges, and opportunities for your programs?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including action steps and estimated timelines.
Summarize demand for program and instruction.	
Data/Evidence	Number of applications, admits, and newly enrolled students*; credit hours (including proportion taken by majors and nonmajors)*

Guiding Questions	<ul style="list-style-type: none"> • How has the demand for your program(s) and instruction in your program changed over time? • Given your discipline, and (for undergraduate programs) the surrounding context of high school college-going rates, how do you interpret the level of demand for your program(s) and instruction? • What are the strengths, weaknesses or challenges, and opportunities for improvement with respect to meeting the demand? • What is your unit's contribution to the General Education curriculum?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Describe how courses and their modalities are coordinated (<i>i.e.</i> , how is the planning conducted for which courses are offered each semester) and how they link to the goals of the unit and the needs of other units who rely on the courses offered by the unit.	
Data/Evidence	Provide list of course sections offered (with modality) and course enrollments (and waitlists) during the past 2 years*
Guiding Questions	<ul style="list-style-type: none"> • How are course offerings planned and coordinated? • How is the coordination process leading to a sustainable model of course delivery? • What are the strengths, weaknesses or challenges, and opportunities for improvement associated with your program's course offerings?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Describe how advising is conducted.	
Guiding Questions	<ul style="list-style-type: none"> • What is the advising model for your program(s)? • What are the strengths, weaknesses or challenges, and opportunities for improvement associated with the advising function in your program(s)?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.

Describe the program learning outcomes, how program learning outcomes are addressed throughout your curriculum, how they are measured, the results of recent outcomes data collection, how assessment results discussed, and any changes made due to assessment findings.	
Data/Evidence	Student learning outcomes, curriculum map, assessment plan, and assessment summary reports, description of innovative/pilot assessment activities
Guiding Questions	<ul style="list-style-type: none"> • How does your assessment process affect program planning and delivery? • What are the strengths, weaknesses or challenges, and opportunities for improvement with respect to your assessment process?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Provide a profile of the students enrolled in the program	
Data/Evidence	Number of enrolled majors and minors*, demographics of enrolled majors*, high school GPA and class rank summary of incoming students (undergraduate), GRE/GMAT scores (graduate)*
Guiding Questions	<ul style="list-style-type: none"> • How do the demographics (e.g., gender, race/ethnicity, Pell, first-generation status) of your program(s) compare with those of the UMaine student body? • How do the demographics of your students align with the mission of the programs in your unit?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Summarize student outcomes and feedback	
Data/Evidence	Provide summary of current-student surveys, summary of responses to Life After UMaine/First Destination survey/Graduate Graduation Survey*, retention and graduation rates*, number of degrees awarded by program*.
Guiding Questions	<ul style="list-style-type: none"> • What are student perceptions of the quality of the education they received, advising, etc?

	<ul style="list-style-type: none"> • What are your job placement rates and graduate/professional school placement rates as collected through surveys or other means? • How do your retention and graduation rates compare to UMaine as a whole? • Given your discipline and, if relevant, the surrounding economic context, please assess your retention and graduation rates, student job/education placement rates, and student perceptions of the quality of their education.
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Describe diversity, equity, and inclusion (DEI) efforts undertaken in recent years	
Data/Evidence	Include any relevant outcome measures associated with DEI efforts.
Guiding Questions	<ul style="list-style-type: none"> • What initiatives or activities (e.g., recruitment efforts, retention initiatives) has your unit undertaken to increase diversity or enhance equity and inclusion? • How have your DEI initiatives and activities improved the diversity, equity, and inclusion of students in your programs? • What are the strengths, weaknesses or challenges, and opportunities for improvement with respect to your DEI initiatives?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Faculty and Staff	
Profile of faculty and staff, including any national and international recognition	
Data/Evidence	FTE faculty/staff information*, number of departing faculty (by reason) for past 5 years, summary of faculty national and international recognitions (reported by type of recognition and whether internal or external) for past 5 years, list of current faculty/staff, CVs for current regular faculty, departmental guidelines for promotion and tenure.
Guiding Questions	<ul style="list-style-type: none"> • How do the faculty in your unit meet the needs of your programs? Are there areas in need of improvement? • What are the strengths, weaknesses or challenges, and opportunities for improvement with respect to faculty recruitment, retention, evaluation, and effectiveness?

Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Scholarship, Research, and Creative Work	
Summarize intellectual contributions of faculty in unit	
Data/Evidence	List of publications and creative work for past five years*, external research funding by year for past five years**
Guiding Questions	<ul style="list-style-type: none"> • How has the level of research, scholarship, and creative work in your unit changed over time? • How do the intellectual contributions of faculty benefit the program(s)? • How does the scholarship and research of your faculty contribute to the broader discipline?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.
Service, Outreach, and Administrative Activities	
Data/Evidence	Describe the nature of academic outreach, public service, and university service activities of the unit, and list of service learning courses taught over the past five years*
Guiding Questions	<ul style="list-style-type: none"> • How do the activities align with the mission of the unit? • How do the activities align with UMaine's strategic plan? (https://umaine.edu/visionandvalues/) • How do the activities enhance UMaine's visibility and/or reputation? • How do the activities help meet the needs of Maine?
Future Goals and Plans for Improvement	Outline relevant goals and plans, including any action steps and estimated timelines.

PART 2: Summary and Projected Actions

This section outlines the overall vision of the unit and directions for the future based on the findings of the self-study. Specifically, summarize what improvements need to be made, the future goals for the program, actions that will be taken to achieve those goals, and an estimated timeline for those actions.

Data Sourced from OIRA (Five year trends, unless otherwise specified)

- Enrollment by program
- Demographics of enrolled students by program
- Applications, admitted, and enrolled students by admit type (e.g., first-year, transfer, master's, doctoral)
- Degrees awarded by program (thesis and non-thesis reported separately)
- Credit hours taught (including proportion taught to students from outside program)
- High school GPA, class rank, GRE scores of incoming students
- Retention/graduation rates
- First-destination survey results
- Enrollments per course for the past two years
- FTE faculty

Data Sourced from ORA (Five year trends, unless otherwise specified)

- External research funding

Data/Evidence Sourced from Units

- Examples of course syllabi
- Student learning outcomes, curriculum map, assessment plan, and assessment summary reports, description of innovative/pilot assessment activities
- Student survey results (OIRA can assist as needed)
- Student evaluation of teaching summaries for unit (optional)
- Number of entering and departing faculty for past five years
- Summary of faculty recognitions for past five years
- List of current faculty/staff
- CVs for current regular faculty
- Departmental guidelines for promotion and tenure
- List of publications and creative work by faculty for past five years

**PROGRAM REVIEW SCHEDULE
November 2018**



X indicates the Academic Year in which the specific program cohorts should prepare for future site visit (e.g. self-study year, prep reports, etc.); site visit and final outcome is generally the following year

NOTE: With the exception of IACBE programs, which are on a 7-year cycle, and Forestry which is a 10-year cycle, all other programs are on 5-year cycles

UNIVERSITY OF MAINE AT FORT KENT

COLL	DIVISION	ACCREDITING BODY	PROGRAM	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UMFK Accreditation											
		NECHE			mid-cycle review					X	
Arts & Humanities			English BA	X					X*	X	*program suspended in 22-23; will del
			French BA	X					X*	*working to suspend 23-24; will delay to suspens	
Natural & Behavioral Sciences		SAF	Applied Forest Management AS								2027-2028; alignment with ε
			Biology BS				X*	X	*Approval to delay one yr due to faculty shortage		
			Environmental Studies BSES			X					
			Behavioral Science BS - AA			X					X
			Social Science BS			X					X
Nursing		CCNE & MSBON	Traditional BSN					X			
		CCNE & MSBON	RN-BSN online					X			
		CCNE & MSBON	Accelerated BSN					X			
			*Allied Health - Healthcare Technician AS					X			
			*Allied Health - Health Information Technology AS					X			
			*Assessment included in Nursing Self-Study/Report								
Professional Management		IACBE	Accounting AA			X*	X	*Approval to delay to FL21 as reaccreditation was not pursued in 20-			
		IACBE	Business Management BS - AA			X*	X	*Approval to delay to FL21 as reaccreditation was not pursued in 20-			
		IACBE	Computer Applications BS		X*	X	*Approval to delay one yr due to faculty shortage and changeover				
		IACBE	Computer Science AA		X*	X	*Approval to delay one yr due to faculty shortage and changeover				
			Conservation Law Enforcement BS & AA				X*	X	*Approval to delay one yr due to faculty shortage		
			Criminal Justice AA				X*	X	*Approval to delay one yr due to faculty shortage		
			Emergency Management/Homeland Security AA				X*	*program suspended			
			Rural Public Safety Administration BS				X*	X	*Approval to delay one yr due to faculty shortage		
		NSA/DHS	Cybersecurity & Information Security AS	X					X*	X	*program suspended in 22-23; will del

UNIVERSITY OF MAINE AT PREQUE ISLE PARTNERSHIP

Education (through UMPI after 17- last review was 2014-15)	BOE	Elementary Education BS			X						X
	BOE	Secondary Education BS			X						X
		Certification-Elementary Education-BUS									
		Certification-Secondary Education-BUS									

Revised 8/17/2022 bae

PROGRAM REVIEW SCHEDULE
September 2011



UNIVERSITY OF MAINE AT FORT KENT

COLL	DEPT.	PROGRAM	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
	Arts and Sciences	English BA		x					x
		French BA		x					x
		Behavioral Science BS - AA				x			
		Biology BS					x		
		Computer Applications BS		x					
		Computer Science AA		x					
		Information Security AS						x	
		Applied Forest Management AS						x	
		Environmental Studies BSES				x			
		Social Science BS				x			
	Education	Elementary Education BS			x				
		Secondary Education BS			x				
		Certification Elementary Education BUS			x				
		Certification Secondary Education BUS			x				
	Nursing	Traditional BSN	x						x
		RN-BSN online	x						x
		Accelerated BSN	x						x
		Allied Health - Healthcare Technician AS							
		Allied Health - Health Information Technology AS							
	Professional Management	Accounting AA							
		Business Management BS - AA		x					
		Conservation Law Enforcement AA							
		Criminal Justice AA		x					
		Emergency Management/Homeland Security AA							
		Rural Public Safety Administration BS		x					
	Revised 11-01-13								

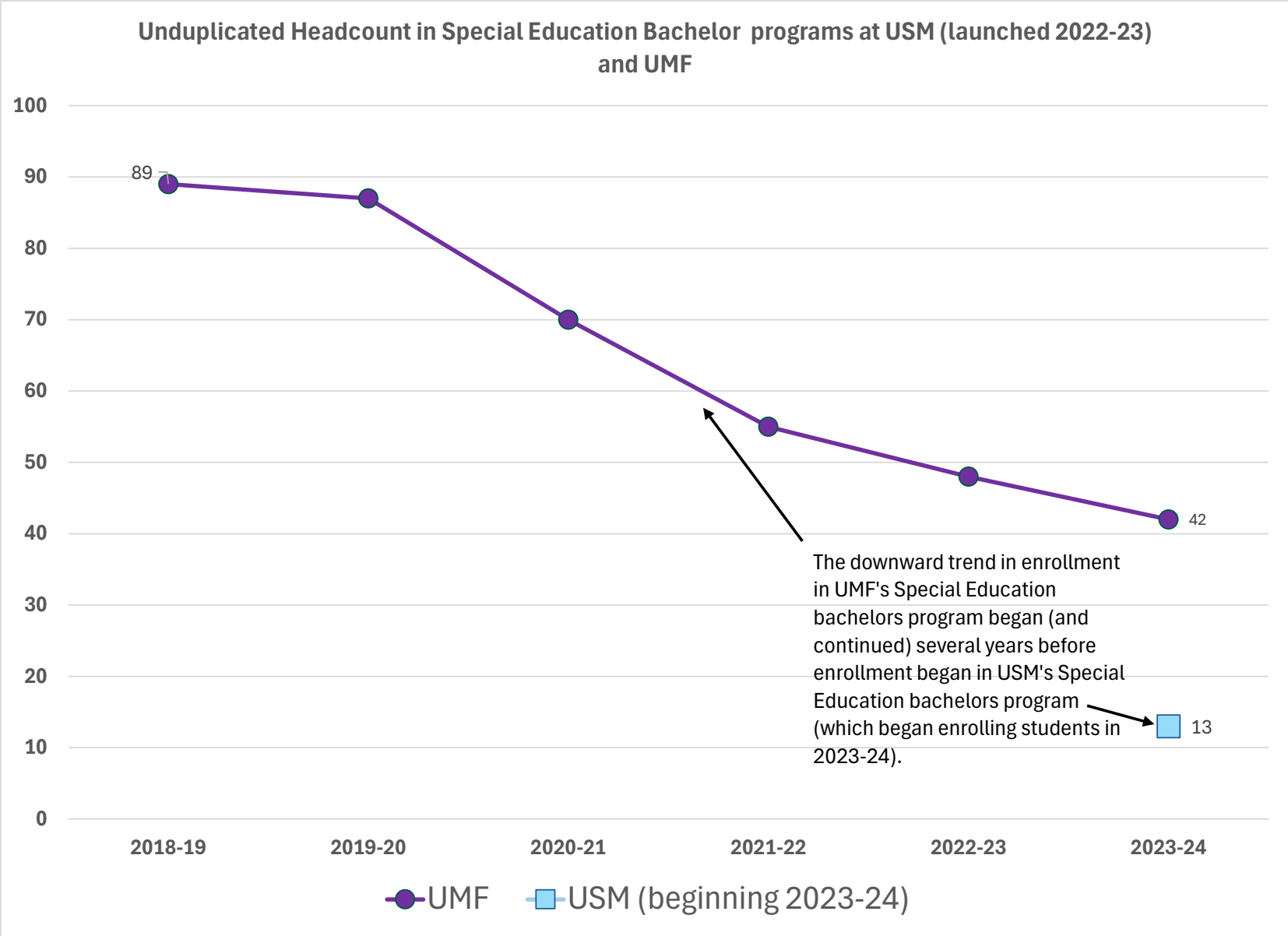
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Unduplicated Headcount Enrollment in UMaine System Special Education Bachelors Degree Programs by Institution						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UMF	89	87	70	55	48	42
USM (beginning 2023-24)						13
UMF & USM Special Educ BS Unduplicated	89	87	70	55	48	55

Note: Data are unduplicated counts of students enrolled at least one term each academic year (Summer, Fall, and Spring, respectively); students are counted only once no matter how many terms enrolled that year.

Contact: Justin.Young@maine.edu

Interpretation: No correlation exists between the launch of USM's major in Special Education and enrollment in the same degree program at UMF (at UMF, a downward trend in enrollment in the Special Education Bachelors degree has been apparent since at least 2018-19, whereas the USM program did not begin enrolling until 2023-24)



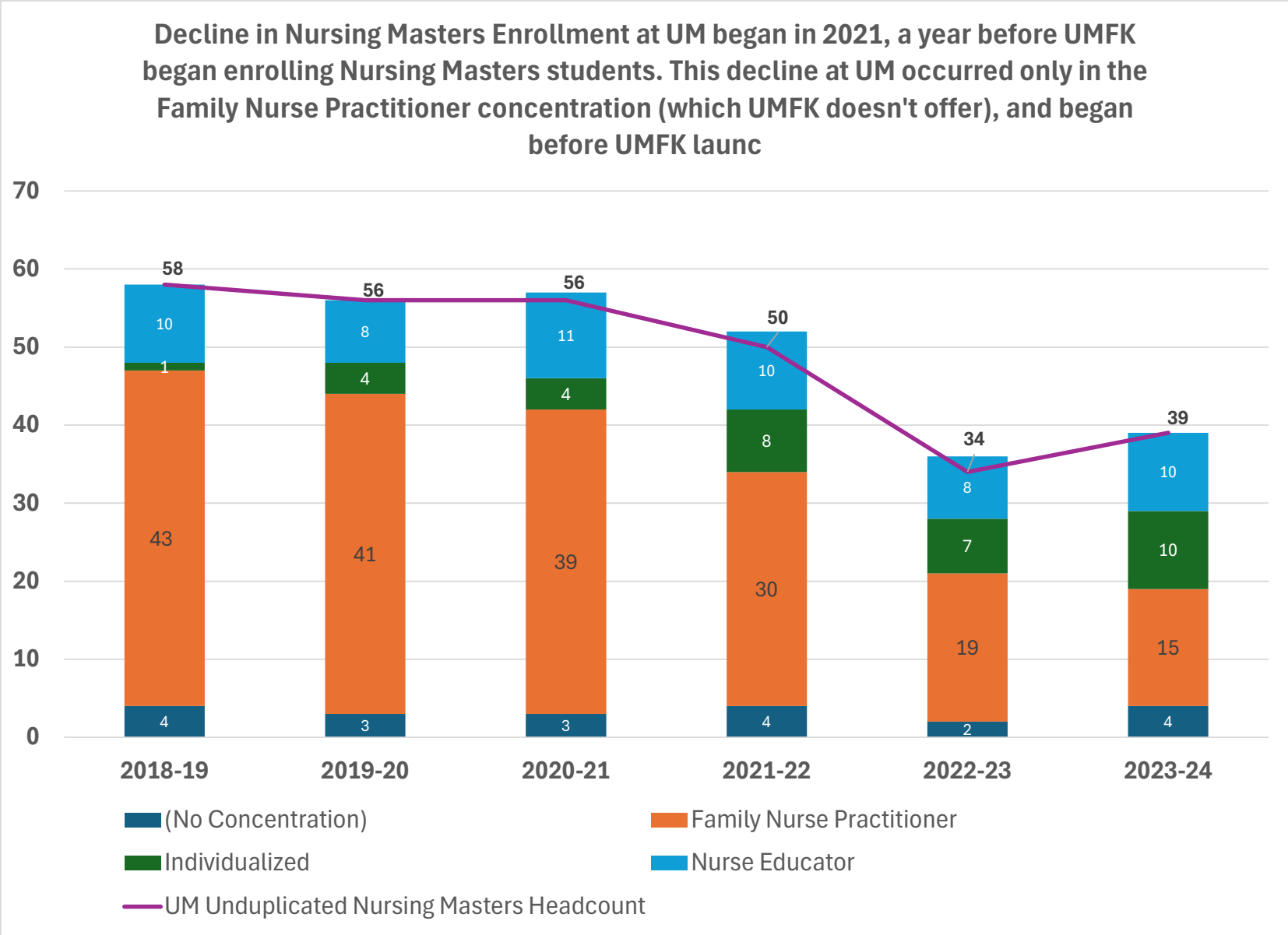
Unduplicated Headcount in UMS Masters-Level Nursing Programs by Institution and Concentration

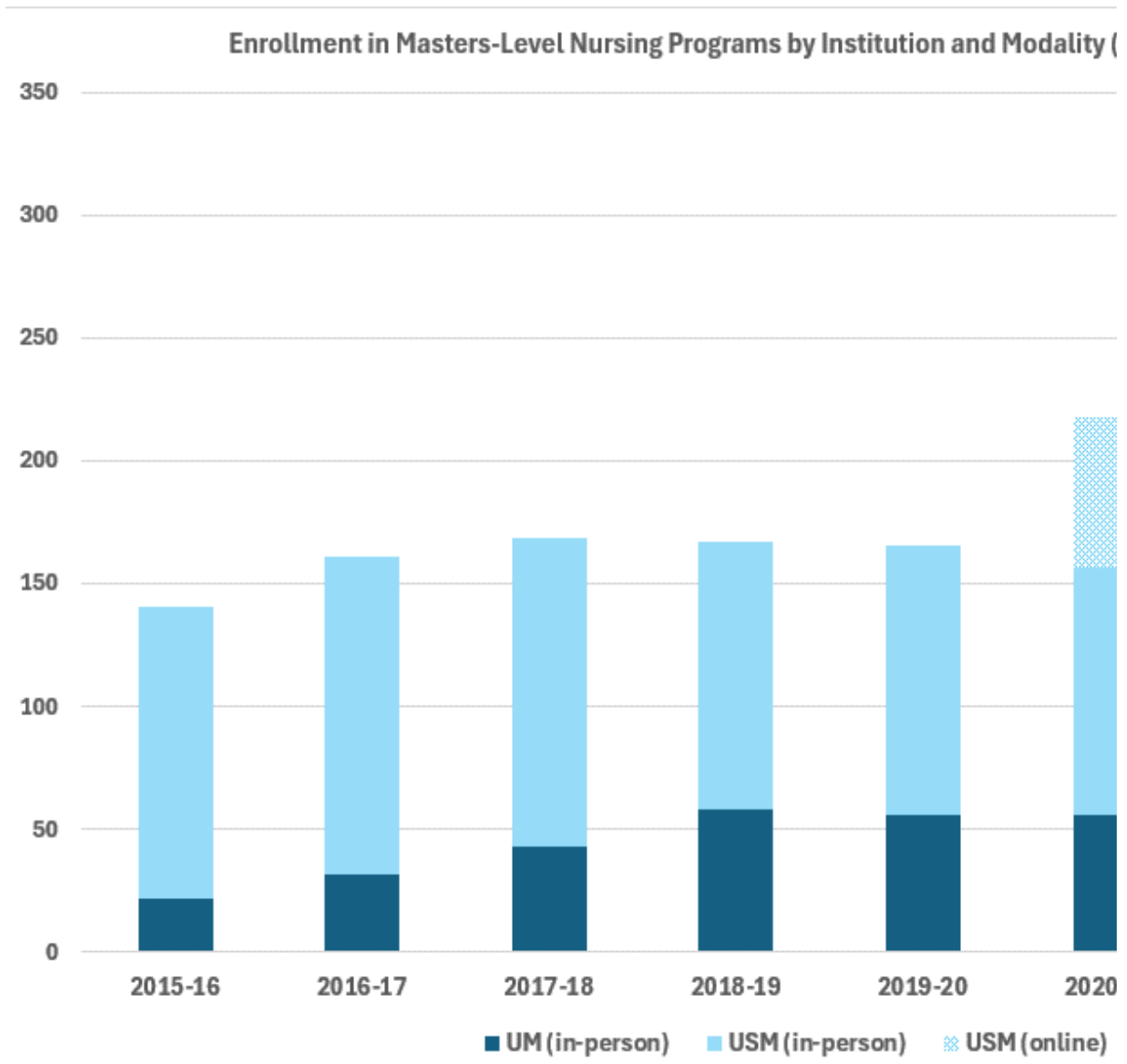
Institution	Nursing Concentration	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
UM	(No Concentration)	4	3	3	4	2	4
	Family Nurse Practitioner	43	41	39	30	19	15
	Family Nurse Practitioner	43	41	39	30	23	18
	Individualized	1	4	4	8	7	10
	Nurse Educator	10	8	11	10	8	10
	UM Unduplicated Nursing Masters Headcount	58	56	56	50	34	39
UMFK	(No Concentration) (Online)						3
	Adult-Gerontology (Acute Care) Nurse Practitioner (Online)					21	49
	Psych/Mental Health Nurse Practitioner (Online)						28
	UMFK Unduplicated Nursing Masters Headcount					21	70
USM	Adult Gerontology Acute Care Nurse Practitioner	2	6	5	9	9	9
	Adult-Gerontology Primary Care Nurse Practitioner	10	7	3	1	0	0
	BSN to MSN	5	1	1	8	6	5
	Family Nurse Practitioner	61	64	59	62	57	58
	Nursing Administration and Leadership (Online)			26	43	40	40
	Nursing Education (Online)		1	36	69	81	73
	Nursing Options	14	16	12	0	0	0
	Psych Mental Health Nurs Practitioner	23	28	23	35	37	32
	RN to MS with Bach Degree in Another Field	4	3	3	0	0	0
USM Unduplicated Nursing Masters Headcount	109	110	162	221	224	214	
UMS	System Unduplicated Nursing Masters Headcount	167	165	216	271	279	323

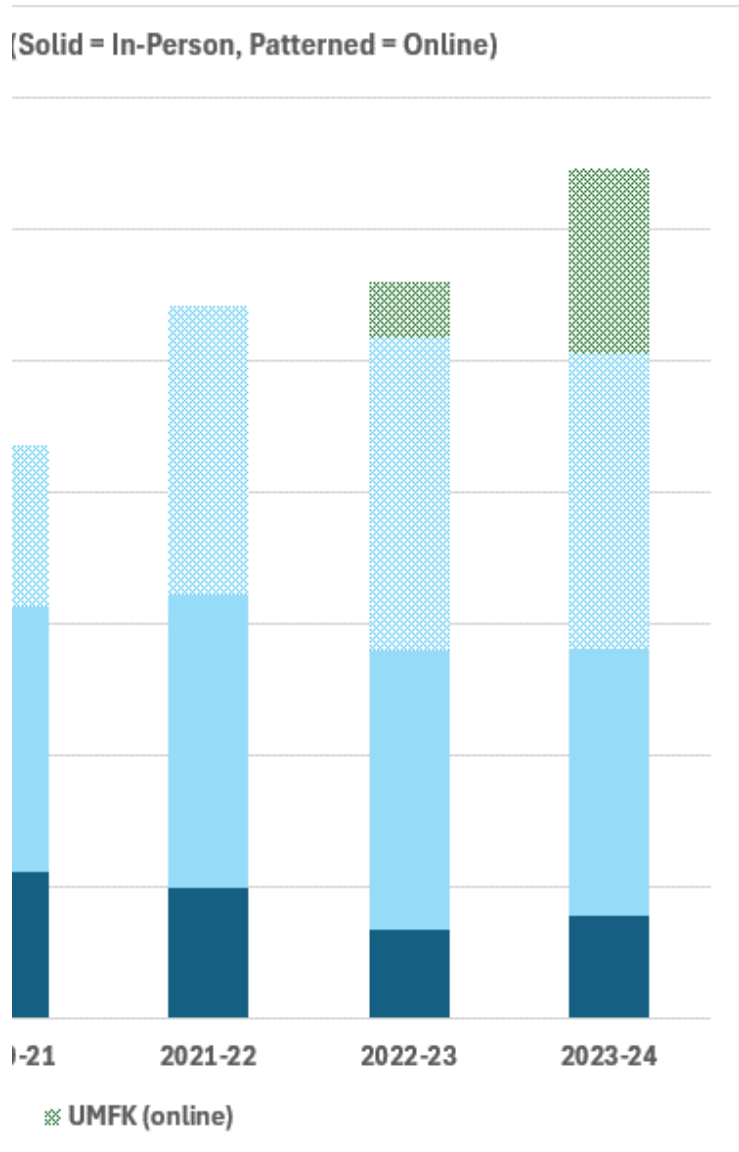
Note: Data are unduplicated counts of students enrolled at least one term each academic year (Summer, Fall, and Spring, respectively); students are counted only once no matter how many terms enrolled that year.

Contact: Justin.Young@maine.edu

Interpretation: When disaggregated by concentration, no clear relationship exists between Nursing masters enrollment at one institution and the launch of a new Nursing masters program at another. For example, at UM, there was a clear decline in Masters-level Nursing enrollment in the same year that UMFK launched its Nursing masters program, but none of the specializations available to students at UMFK are available at UM. The only concentration to experience an enrollment decline at UM is Family Nurse Practitioner, and this decline began before UMFK began enrolling students in its Nursing masters program. Lastly, UM's enrollment experienced a slight uptick (from 34 to 39) during the same period that UMFK enrollment increase from 21 to 70. While Both UMFK and USM offer an online Nursing Masters degree, neither offer the same concentrations in their online programs as of 2023-24.







University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: 2024-25 Academic and Student Affairs work plan

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION: Committee review

BOARD ACTION:

BOARD POLICY: N/A

UNIFIED ACCREDITATION CONNECTION:

The Academic and Student Affairs work plan aligns the priorities and tasks of the Committee with the goals of the 2023-28 UMS Strategic Plan to ensure consistency of purpose and processes and to maximize outcomes for our students.

BACKGROUND:

A work plan guiding the Committee's business is established annually to address action items required for System governance as well as topics of importance and interest to the Board. The work plan is a living document and will be updated as needed.

Vice Chancellor St. John will review the proposed 2024-25 work plan with the Committee.

Attachment

[2024-25 ASA Work Plan August 2024](#)

Academic and Student Affairs Committee of the Board – 2024-2025 Work Plan

<i>Meeting date</i>	<i>Agenda items</i>	<i>Materials due</i>
June 24 ASA	[Strategic plan updates] Program proposals AAPR: UMPI	6/14/24
July 14-15 BOT	Program proposals (consent agenda) VCASA update	6/28/24
August 26 ASA	<u>Strategic plan updates:</u> <ul style="list-style-type: none"> Commitment 5, Action 3, Goal 3.7 completed Commitment 2, Action 4 completed Program proposals Review/discussion of ASA work plan Faculty representatives discussion topic Student representatives discussion topic AAPR: UM, UMM Multi-university programs report State of Transfer report	8/15/24
Sept 15-16 BOT	Program proposals (consent agenda) Tenure at the time of hire (consent agenda) ASA work plan (informational item)	8/30/24
October 28 ASA	Strategic plan updates: TBD Program proposals Awarding of academic degrees Enrollment update Faculty representatives discussion topic Student representatives discussion topic AAPR: UMF, UMFK	10/17/24
Nov 17-18 BOT	Awarding of academic degrees Program proposals (consent agenda) VCASA update: Demographics, enrollment, and trends	11/1/24

Academic and Student Affairs Committee of the Board – 2024-2025 Work Plan

December 16 ASA	Strategic plan updates: TBD Program proposals Pathways to Learning report Student representatives discussion topic Faculty representatives discussion topic AAPR: UMA	12/5/24
Jan 12-13 BOT	Program proposals (consent agenda) Part-time faculty use and compensation report (informational item) Degree progress report (informational item)	12/27/24
February 10 ASA	Strategic plan updates: TBD Program Proposals Student mental health report Student representatives discussion topic Faculty representatives discussion topic AY 29-30 and 30-31 academic calendars <i>tentative</i>	1/30/2025
February 24 ASA SPECIAL MEETING	Review and recommendations: tenure nominations	
March 9-10 BOT	Tenure recommendations Program proposals (consent agenda) Student financial aid report (Informational item)	2/25/25
April 28 ASA	Strategic plan updates: TBD Program proposals Student representatives discussion topic Faculty representatives discussion topic Enrollment update AAPR: USM, LAW	4/17/25
May 18-19 BOT	Program proposals (consent agenda)	5/1/25

Academic and Student Affairs Committee of the Board – 2024-2025 Work Plan

June 23 ASA	Strategic plan updates: TBD Program proposals Student representatives discussion topic Faculty Representatives discussion topic AAPR: UMPI	6/12/25
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6.1

This work plan may be updated to reflect topics added by the Vice Chancellor for Academic and Student Affairs in consultation with Chair MacMahon and the chief academic officers. Items in red are action items. Individual strategic plan updates will be added throughout the academic year and presented to the Committee as initiatives underway/in progress are completed.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Associate Professor in the Department of Communication Sciences and Disorders, University of Maine

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Maine has asked that Dr. Michelle Moore be awarded tenure at the rank of Associate Professor in the Department of Communication Sciences and Disorders effective June 1, 2024, in accordance with Board Policy 310. Dr. Moore’s credentials have been reviewed by the faculty of the Department of Communication Sciences and Disorders and received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the September 15-16, 2024, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves tenure at the time of hire, Associate Professor in the Department of Communication Sciences and Disorders at the University of Maine, effective June 1, 2024.

Attachment

[UM Tenure at time of hire - Confidential](#)

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Associate Professor in the Osher School of Music, University of Southern Maine

INITIATED BY: David M. MacMahon, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Southern Maine has asked that Dr. Kyle Nielson be awarded tenure at the rank of Associate Professor in the Osher School of Music effective September 1, 2024, in accordance with Board Policy 310. Dr. Nielson's credentials have been reviewed by the faculty of the Osher School of Music and received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the September 15-16, 2024, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves tenure at the time of hire, Associate Professor in the Osher School of Music at the University of Southern Maine, effective September 1, 2024.

Attachment

[USM tenure at the time of hire](#) - *Confidential*