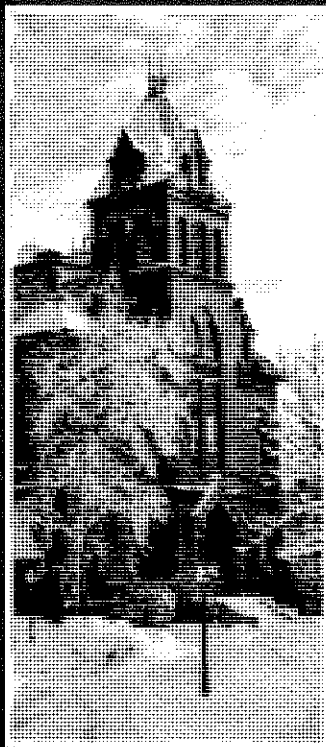# UNIVERSITY OF
SOUTHERN MAINE

August 13, 2013

University of Southern Maine's two-year progress report in response
to the November 29, 2011 accreditation notification

Introduction

The University of Southern Maine (USM) was re-accredited in 2011. The re-accreditation took place at a time of significant transition – a new president and provost, a university restructuring, an increasingly competitive enrollment environment, and a global economic collapse. The self study was a comprehensive and candid review of accomplishments and challenges. The external reviewers noted particular challenges that needed additional attention from the University moving forward.

These challenges – collection and use of data to inform decision making (2.2, 2.5); the academic program review (2.6, 4.9); and student assessment focused on student learning outcomes (4.49, 4.51, 5.12) – have been at the fore as USM has made and implemented strategic plans amidst diminishing resources.

The challenges identified by the visiting team were not surprising as they were documented within the self-study. The confirmation by NEASC provided additional impetus for the university to focus its efforts. While progress has begun, USM experienced leadership transitions and progress has slowed. That said, USM's work to address the challenges outlined by the visiting team has continued.

This report was drafted in collaboration with representatives from each college, the Faculty Senate, the Offices of Academic Assessment, Student Success, Undergraduate Programs and Core Curriculum, and the Provost. The draft was then, in turn, put to the university divisions for comment, edits, and considerations. The submitted report reflects the foundational work of many at the university over the past several years and the applied focus of improvement over the past 18 months.

Institutional Overview

The University of Southern Maine (USM), a regional comprehensive university within the University of Maine System, is comprised of three campuses (Portland, Gorham, and Lewiston-Auburn) and five colleges (College of Arts, Humanities, and Social Sciences; College of Management and Human Service; College of Science, Technology, and Health; Lewiston Auburn College; and the University of Maine School of Law). The University enrolls 7311 undergraduate and 1990 graduate/law students across more than 115 areas of study. Located in the population center of the state, USM has long been a strong community partner to businesses, non-profits, the arts, and social service organizations alike.

USM, like many other institutions across the United States, has been impacted by the financial crisis that started in 2008. Enrollment growth, program expansion, and campus upgrades quickly came to an end and the university entered a period of resource scarcity. As the economic situation was becoming clearer, USM also experienced its first leadership change in 16 years. President Richard Pattenaude left USM to become the University of Maine System Chancellor and in July 2008 Dr. Selma Botman was hired to lead USM forward.

One of President Botman's first tasks was to engage the university in a strategic planning process. As the regional public comprehensive university in the most populous area of Maine, USM had expanded to be "all things to all people." The expansion fulfilled, in part, an element of the charter by responding to identified regional and state needs. The expansion also created an expectation that USM could, and would, answer positively to every new academic program request, partnership proposal, lab initiative, innovation idea, etc. The change in USM's resource reality – made even more dire with the revelation of an eight million dollar deficit – was difficult to communicate and comprehend. The strategic planning process became USM's "way forward."

As was mentioned in the 2011 self study, the University quickly understood the situation and took several steps. "Preparing USM for the Future 2009-2014" white paper was the basis for the strategic planning process which identified eight goals for further development. Simultaneously, the University conducted its first restructuring in thirty years, consolidating eight schools and colleges into five colleges. The university also worked with the colleges to determine if further consolidation could be achieved at the academic department level.

Through strategic planning and reorganization staff positions and non-academic departments were eliminated to achieve fiscal stability. This is an iterative process, in which USM is continuously reviewing operations for streamlined functionality and subsequent savings: Most recently USM announced the consolidation of Student Success and Student and University Life into one division.

As USM has engaged in on-going self-review for operational improvements and savings, the student course enrollments continued to decline, decreasing from 10,009 headcount in fall 2008 to 9,382 headcount in fall 2012, creating additional financial constraints.

By summer 2012 the University was under considerable strain from the diminishing resources, the fluctuations in enrollment, and the significant institution change. There was a leadership transition: Provost John Wright retired and a national search yielded Dr. Michael R. Stevenson, who assumed the Provost position in July 2012. The faculty expressed concern about the direction of the institution through a vote of no confidence. President Botman requested reassignment with the University System and stepped down in July 2012. Dr. Theodora Kalikow was appointed to a two-year term by the new Chancellor of the University of Maine System, Dr. James Page. President Kalikow began her two-year term in July 2012, which has recently been extended another year to June 2015.

President Kalikow quickly identified three goals from the existing strategic plan – student success, fiscal sustainability, and community engagement – that would be the primary strategic focus for USM. Every major decision, from program review to filling faculty lines, from working with donors to restructuring divisions, explicitly supports one of these three goals.

To that end, projects that met the tight strategic priority focus continued with renewed energy. Examples of these projects include:

- The Gorham Experience: A comprehensive review and action plan regarding aspects of living and going to school on the USM Gorham campus – a traditional residential campus. The review included courses and course scheduling, services, activities, and institutional cultural considerations.
- Foundations of Excellence: A comprehensive review and action plan of the first year experience with an emphasis on student experiences with an end goal of improved advising and retention at USM.
- Service Learning/Community Service Learning: A comprehensive review and action plan to create, encourage, and eventually require a service learning component for every undergraduate program.
- International Programs: Two new initiatives, an International Study Center and a Confucius Institute, to provide opportunities for students, faculty, and staff from the US and abroad to work and study together.
- Academic Programs: Several new programs and approaches that respond directly to demonstrated local demand such as the BA in Tourism and Hospitality, STEM Pioneers, and Project Log-in.
- Faculty Commons: A philosophical and physical place for faculty development, including resources, workshops, support, and home of USM's Digital Commons, an institutional digital repository for faculty papers, articles, monographs, conference proceedings, which is searchable and publicly discoverable.

Also to that end, USM prepared a five-year financial analysis. This identified estimated operating expenses in excess of predicted revenues for each of the five years. In preparing the FY2014 budget, USM reallocated $4.6 (3.9%) million of the $116.5 million FY2013 E&G base budget. In doing so, the University was mindful of the need to find additional base budget cuts of an estimated $7.6 million between fiscal years FY2015 and FY2018. USM will need to reallocated almost 2% of the base budget each of these fiscal years to address priorities such as student scholarships and the deferred maintenance of the university's physical plant. Strategic planning will play an even greater role as USM works through this process.

President Kalikow and Provost Stevenson's first full year at USM included listening tours, open forums, brown bag lunches, and "open coffees" to meet with, listen to, and talk amongst the faculty and staff throughout the University. Faculty participation dwindled somewhat in the second semester as the union, who have been working without a system-wide contract for over two years, voted to "work to rule".

President Kalikow announced in early June 2013 a "direction package" process that will take place over the summer and throughout the 2013-2014 academic year, making sense and use of all of the planning documents that have been generated at USM over the last five years. The emphasis will remain on the three goals, and this process will focus on using data and university resources to align visions, ideas, and innovations with the stated goals to move USM forward.

The 2016 fifth-year interim report will provide a fine granular review of USM's successes as the institution continues the iterative process of assessment, planning, implementation, assessment, revising, updating, and assessment again. Success is not a one-time function, and this overview for our 2013 progress report indicates where USM has been over the last few years and the positive direction in which it is headed.

Areas of Focus

Use of Institutional Data

The University of Southern Maine uses institutional data on a regular basis. The data requests are submitted to the Office of Institutional Research (OIR) which either produce the report themselves or coordinates the information from a source within the University. The data uses are as varied as they are constant and the many standing reports reflect the diversity of institutional data that is being relied upon for decision making, planning, and evaluation. (2.2, 2.5)

In addition to the standing reports, OIR also recognizes the need for custom reports and has a webpage to request these reports. If OIR recognizes a pattern of request that data becomes available as a standing report. (2.2) Examples of standing reports either produced by OIR or coordinated throughout the University include: (Appendix A)

- Admission Report: A weekly and monthly report that provides constant detail on the number of applications, admissions, enrollments, and deposits for first time, transfer, and graduate students. The monthly report provides the same details, broken out by College and individual academic program.
- Performance Indicators: A semester report that provides detailed information to the Provost and Deans across several performance indicators including student credit hours per faculty FTE by program, academic plans by program, and degrees awarded by program.
- Retention: A semester report that indicates where USM has had success and challenges in retention across the university. It is broken out by academic program.
- Factbook: An annual report that provides a wide array of institutional data including fall and spring enrollments by program, demographics, student credit hours, student credit hours by type of degree, academic plans by departments (number of students majoring), and more.
- By the Numbers: An annual pamphlet that provides considerable demographic data on the entire USM student body.
- Common Data Set: An annual report that adheres to standards and definitions used by the U.S. Department of Education and is reviewed by the CDS Advisory Board.
- Academic Program Review: An annual data set that is automatically generated and provided to the programs undergoing their academic program review.
- NSSE/FSSE: A biennial report that provides student perspective data on outcomes, effort, community engagement, and diversity.

The President's Council, which is comprised of the head of each major division, reviews data from across the University to inform decisions and next steps. Recent examples of such include budget discussions, hiring decisions, and revising visiting professorships. (2.2, 2.5)

USM has made headway with data and data analysis, but there is still a ways to go. The primary obstacle is trust. Historically data was generated at a more local level, e.g. within a department, and USM has been challenged in establishing standard definitions and methodologies. The University has made progress in eliminating the development of secondary data systems and increased the reliance on the data and reports generated from the student information system. Additionally, the use of census data has become the norm and there is an increased understanding of the advantages and limitations of both census data and "point in time" data.

Efforts to work through these issues include explanations, standard definitions, and standard methods for running queries. Consistency is the University's best answer to the question of validity. The University leadership has also indicated that it is relying on the census data as the official data of the institution. Additionally, OIR is currently in the process of identifying reports that will be used routinely to answer key questions. These reports will be available to the entire University community.

A common understanding of data is, of course, essential to the University. In reviewing progress towards goals and support of the mission, the University has to rely on the data that is available through OIR to determine if USM is headed in a sustainable direction. The 2008-2011 strategic planning and the currently occurring "direction package" process is the evaluative work that ensures USM's adherence to mission and goals. (2.5).

The Provost and Deans annually review the progress of the Colleges towards their respective goals and evaluate pilot programs and auxiliary efforts. One such pilot is a student advising program within the College of Arts, Humanities, and Social Sciences. Review of the program includes quantitative and qualitative data collection through surveys and analysis of retention numbers. (2.5)

Additionally, the University of Maine System Office has instituted a system-wide "Data Warehouse" that is comprised of information housed in MaineStreet Campus Solution. The initial work includes standard reports for Admissions, Financial Aid, and Retention. Eventually the standard reports will expand to cover all of the accessible data. There are representatives from all seven System universities working on the Data Warehouse and eventually on topic specific "Data Marts". USM has representatives from OIR, Assessment, Admissions, Registrar, Student Success, and Student Financial Services working on this project, which will provide uniform, high-level data and reports across the System.

Moving forward the University will continue to work on the common understanding of University data using standard definitions and standard methodologies. It will ensure that IPEDS and CDS definitions are carried throughout the institution and in conjunction with the University system Data Warehouse. The proactive approach to providing data will also continue, forging seamless streams of information that enable the decision-making process.

The University can always improve upon self review. It is aware of such and is consistent in the progress it has made with systematic reviews of academic programs, as noted below. (2.5, 2.6, 4.9)

Academic Program Development and Review
The University of Southern Maine institutional policies on program development, approval, administration, and review are guided, primarily, by System policies. Undergraduate and graduate programs are developed by faculty to address an identified state or regional need. The new program approval, ultimately, rests with the Board of Trustees. Having said that, the process involves a two-tier development series (Intent to Plan and Program Proposal) which the faculty must complete for a proposal to become a degree-bearing program. At each tier the proposal must pass through the respective college and the USM Faculty Senate before being presented to the Provost who has to approve and then forwards to the President who also has to approve before forwarding to the System offices. (4.9)

Programs are administered by faculty who develop the curriculum, learning outcomes, and progression pathways. Reviews are initiated by the Provost, conducted by the faculty with an external team site visit, with final recommendations being approved by the Provost for implementation. (4.9)

Within the framework of the System policy USM ties every aspect of the academic program cycle – development, implementation, review, and, when necessary, suspension and elimination – to the institution's mission and purpose.

The University understands the importance of fulfilling the charter of providing an accessible education to the citizens of Maine and responding to economic and workforce development throughout the state.

It is important to note an increased effort at the System level to reduce program duplication and increase collaboration among the seven institutions within the System. As such, while program proposals are being developed faculty are encouraged to conduct research to determine if the degree is already offered. Additionally, during the first tier of the proposal process faculty may be encouraged to work with other Universities within the System to broker a program or determine a method to share resources that will serve two institutions and thus more of the Maine population. (4.9)

In specific regard to academic program reviews, USM has an established policy of reviewing academic programs every seven years. There is a master schedule of reviews (Appendix B) that was developed in conjunction with the college Deans and Associate Deans with input from the programs and which also includes specific program accreditation. (2.5)

Accredited programs are expected to complete the academic program review but may petition the Provost and their respective college Dean to request that the accreditation self study and external review serve as the program review (Appendix C). (2.5, 2.6, 4.9)

Every academic program review includes:

- A self-study: These studies address the mission and goals of the program, how the program meets the mission and goals of the institution, student learning outcomes and assessment, the program courses, the program students, and changes since the last program review. Data are automatically generated from Institutional Research and Assessment which is forwarded to the program at the beginning of the process of researching and writing the self study. (2.6, 4.9)

- An external review team: The team receives the self study, conducts a site visit including facility tours, interviews with administrators, faculty, staff, and students, and operational assessment, and files a report to the program and college Dean. The current composition for the external review teams is one reviewer from USM, one from an institution within the University of Maine System, and one from a NEASC accredited institution. The names and brief bios of several potential reviewers are compiled by the program and forwarded to the Dean and Provost who issue the invitation to the external reviewers. (2.6)

- An action plan: The action plan/recommendations are drafted collaboratively by the Dean and the Provost predicated on the complete academic program review packet: self study, external review, program response to the external review, and Dean letter. (2.5, 4.9)

The academic program review process is completed after the Provost and Dean meet with the program Chair to discuss the action plan including expectations and implementation. Every year thereafter the Dean works with the program to determine if progress is being made in relation to the action plan. (2.5) A mid-cycle report provides further evidence of progress.

Academic programs that have recently completed their program review include French, Political Science, Philosophy, Environmental Science, Geoscience, Leadership Studies, Physics, and Women and Gender Studies. All are working with their respective action plan to guide the program over the next several years.

The University currently does not have a master schedule to conduct periodic reviews of non-academic program areas. The decisions to conduct these reviews are typically made by the senior leadership team and are strategic with the goal of optimizing workload and output.

When non-academic program area reviews do take place a consultant (academic, non academic, or consulting firm) is hired using a request for proposal process. The review and site visit are like that of the academic program review – information and data collection/review, interviews, facility tours, operational assessments – which result in a report with recommendations for implementation. The decision to implement rests with the divisional leadership for that particular area. Recent examples of non-academic program area reviews

include the Office of Research Integrity and Outreach with the consulting group HRP and also the Office of Sponsored Programs with the consulting group Huron. (2.6)

Moving forward the University will continue to fine tune the Academic Program Review process based on feedback from the departments and the college Deans. The University will also focus on short- and long-term follow through of the program action plans.

Assessment and Assessment of the Core Curriculum
In response to the NEASC accreditation, a new University-wide Assessment Committee was formed in early fall 2012, consisting of five faculty members and three administrative personnel. The purpose of the Committee was to establish an assessment cycle, coordinate the institutional and program assessment projects happening on campus, and serve as a monitoring board for addressing the NEASC standards on assessment.

- The Committee designed a process and form (i.e. Assessment of Student Learning Plan (ASLP)) to collect information from each academic program regarding assessment of student learning. (Appendix D)

- In early May 2013, each department/program was asked to complete and email the form to the Office of Academic Assessment. Thirty-three of 43 departments that have degree programs submitted their information (77%), and ten departments failed to submit their assessment forms (23%). Results from this survey indicated that 17 departments have ongoing assessment plans in place, eight departments have recently started the assessment process (i.e. currently writing student learning outcomes, or developing assessment measures), and eight departments have not yet started the assessment process in their programs.
  - o The Assessment Committee is scheduling meetings during the fall 2013 semester with the respective department chairs to discuss the ASLP in detail. Specifically, the committee will provide information about assessing student learning and explain the importance of using assessment findings for improving the academic program. The highest priority is to meet with the 18 departments that either didn't reply or have not yet started the assessment process. The Assessment Committee will provide assistance and guidance to these departments throughout the year so that they move forward towards an outcomes-based assessment process. (Please see below for additional campus-wide assessment activities planned by the Assessment Committee.)

- The Assessment Committee has planned several activities/tasks which address the NEASC assessment standards. Beginning fall 2013 there will be more administrative support to assist departments and programs who are having a difficult time starting the process of assessing student learning. These activities/tasks include:
  - o Faculty development workshops will be scheduled in the newly-developed Faculty Commons. There are several faculty on the campus

who continuously assess what students are learning and are using the results effectively; i.e. to improve their curriculum, to provide new learning opportunities for students in their program, and to closely examine advising and student services. The Assessment Committee will recruit these faculty members to give presentations/seminars to other faculty in the areas of identifying student learning outcomes, selecting assessment methods, and using the assessment data for improvement. (5.21)

o The Office of Academic Assessment will provide ongoing assistance during the academic year to any department/program faculty who would like help focusing on outcomes-based assessment. Resources, templates, and technical assistance will be available: information on how to create student learning outcome statements, examples of direct measures, establishing and evaluating student performance criteria, curriculum mapping, implementing an ongoing assessment cycle, analyzing the assessment data, and using evidence of student learning to make improvements. (4.48)

o A webpage on the Academic Assessment website is under development to provide academic departments with examples of good assessment practices, as well as access to other departmental assessment plans. The respective Schools of Nursing, Social Work, and Education all have well-developed student assessment plans which serve as models for departments with under-developed assessment plans. The webpage will also enable the Assessment Committee to monitor which programs are following the assessment standards and which programs need further assistance in developing or implementing an ongoing assessment cycle. (4.51)

There are several ongoing assessment studies which are facilitated by the Office of Academic Assessment. These studies examine undergraduate student perspectives about their learning, to review student performance and course prerequisites, and to collect evidence on how students perceive their undergraduate program and campus services. Once the data are analyzed, reports are distributed to the university Directors, Chairs, and Deans for review and to make further improvements throughout the University. (4.49)

The most recent assessment projects are listed below and include tracking student performance and using course-embedded questionnaires:
- Program/Course Assessment:
  o Freshmen Seminar Courses (courses for conditionally-admitted students)
  o Introduction to College Writing, ENG 104 and ENG 100 courses
  o Remedial and College-level Math courses (MAT 009, 101 and MAT 105, 108, 120)

- o Russell Scholars program (students in a living-learning community)
- o Academic Alert program (examining profiles of students who have been alerted for poor grades)

- <u>Graduating Senior Survey and Recent Graduates (Alumni) Survey</u>: Both surveys were designed in-house and distributed to current seniors and recent graduates in June 2013 to obtain information about what students do after graduation.

- <u>Departmental assessment</u>: Short-term projects which assist departments with tracking student grades, or conducting student surveys, focus groups, exit interviews, etc. upon request. Recent projects include: examining student grades for two years in the Introductory Chemistry course to review course prerequisites, conducting student focus group sessions for the Computer Science program in order to gain insights about the curriculum in the introductory courses, and distributing online student surveys for Women's Studies majors and the Economics majors to collect information about learning outcomes and reviewing course sequencing.

- <u>NSSE-FSSE surveys</u>: the NSSE 2012 survey data has been used in several ways, 1) to chart student progress on the five program goals of general education, 2) to examine the freshman year by reviewing the differences between NSSE and the Foundations of Excellence survey responses, and 3) to examine diversity-related issues on the campus. (2.2)

Additionally, as was noted in the 2011 self study and in the 2011 accreditation letter, USM is ensuring student learning outcomes and assessment at each stage of the Core.

USM Core assessment as designed and approved in 2012 by the long-standing faculty-led USM Core Curriculum Committee (4.51) consists of a combination of annual or otherwise periodic direct and indirect assessment of student learning in relation to the vision, goals and outcomes of general education at USM (4.48).

Wherever possible, both to achieve efficiency and to assure meaningfully coordinated inquiry into student learning, Core assessment activities are aligned and integrated with degree program assessment through USM's recently adopted Assessment of Student Learning Plans (ASLP). The USM Core is assessed at the course and program level (4.49), directly in relation to course and program level outcomes and goals (4.48, 4.49). The Core assessment activities are currently supported by grant funds through 2013 and will be sustained by the Core department budget thereafter (4.51).

The overall Core assessment plan is described here in brief. A diagrammatic overview of Core assessment is provided (Appendix E), and a complete set of Core assessment documents is also provided (Appendix F).

- Rationale: The purpose of assessment in USM's Core Curriculum is to sustain and strengthen student learning within and across courses in the curriculum. Assessment is intended to support faculty teaching and student learning in relation to USM's Vision, Goals and Outcomes for general education, and to contribute to the University-wide conversation about the learning that matters.

- Assessment of Entry Year Experience (EYE): Indirect assessment of EYE is provided through the use of standardized course assessment forms and a customized EYE student survey performed by the Office of Academic Assessment. The latter is administered once annually in the fall. To date, the survey has been utilized to help EYE faculty understand and respond to issues of student absenteeism and study skills and habits (4.49). Faculty review of these data has led to modified assignments and attendance policies where appropriate (5.21). Direct assessment of student learning is conducted annually each fall through faculty review of samples of student written work in relation to selected EYE outcome(s), utilizing a faculty approved rubric. To date, data from this direct assessment have resulted in faculty modifying the writing prompt and the rubric used in the assessment and modifying assignments directly related the selected outcome (analytical skills) (4.48). Reports are generated by USM's Office of Academic Assessment and Office of Undergraduate Programs/Core Curriculum and distributed for faculty review, discussion, and implementation of any recommendations. Next year direct assessment of EYE will continue to focus on outcome 2, and faculty will again review writing samples to determine the efficacy of the modified prompt and the rubric, and also to begin to more directly track student progress from the beginning to the end of the semester, focusing especially on student analytical skills.

- Assessment of College Writing: Assessment of College Writing is primarily the responsibility of the Director of College Writing, with support from the Office of Academic Assessment. College Writing assessment occurs annually or otherwise periodically through indirect assessment of grades, retention, and faculty ratings of student preparation and learning needs. The Director also coordinates periodic direct assessment by faculty of student writing samples using a common rubric (4.48, 5.21). Over the next two years assessment of College Writing will focus on tracking student performances in the face of planned changes in the College Writing Curriculum and learning outcomes, as USM modifies the current structure of ENG 100 College Writing and ENG 104 College Writing Intensive.

- Assessment of Ethical Inquiry, Social Responsibility, and Citizenship (EISRC): Indirect assessment of EISRC courses is provided every semester through standardized course assessment forms; a new customized EISRC survey is currently in development by EISRC faculty (5.21). Departments which offer EISRC courses are instructed to include their own EISRC course assessment as part of their annual program review assessment activities on USM's ASLP. Direct assessment of EISRC is conducted annually each fall through faculty review of samples of student written work in relation to selected EISRC outcome(s), utilizing a faculty approved rubric (AAC&U's Ethical Reasoning VALUE

rubric). To date, data from this direct assessment have resulted in faculty modifying the writing prompt and endorsing the use of the VALUE rubric (4.49; 5.21). Reports are generated by the Offices of Assessment and Core, respectively, for faculty review, discussion, and implementation of any recommendations. Next year assessment of EISRC will continue to focus on learning outcomes 1 and 2 (analyzing conflicting goals and making informed decisions), tracking directly student progress between the beginning and end of the semester, and determining the efficacy of the modified writing prompt and the adopted VALUE rubric.

- Annual Assessment of Capstones: Capstone assessment will occur in the departments as part of their application of the ASLP adopted by USM's Assessment Committee, allowing alignment and integration of departments' general education and degree program assessment activities. The next step in Capstone assessment is continued review of proposed Capstone courses by the Core Curriculum Committee. Committee review of courses over the next 2-3 years will focus on assuring that Capstone courses incorporate learning experiences and assessment mechanisms that relate directly to the Capstone outcomes.

- Assessment of Department-based introductory Core courses through Blue Prints and ASLP: The Core Curriculum Committee adopted in 2012 a process for outcomes adoption and assessment in department-based introductory Core courses which also function as major requirements. This process requires departments to align course and Core outcomes, adopt standardized blueprint/template cover-page for all Core course syllabi, and develop assessment plans for their introductory Core courses. Departments are instructed to integrate this assessment with their participation in USM's ASLP for degree programs. Departments may submit Core assessment data as part of their ASLP and/or they may submit ASLP assessment plans and data as part of their Core assessment blueprints. The Core Curriculum Committee anticipates a cyclical approach to assessment of student learning in department Core courses as there are over 300 of them. First use of this assessment protocol is anticipated in fall 2013, if the timeframe allows for alignment and integration (4.49, 5.21). The next step in this part of the assessment work is that in 2013-2014 the Core Curriculum Committee will introduce the blue prints to departments through a series of workshops and department visits, and provide instruction in blue print completion. Departments will begin to submit their blueprints for CCC review during spring 2014.

- Program level assessment: USM assesses the 5 Goals for General Education using relevant NSSE items. The Office of Academic Assessment produces an biennial report of these data and this is reviewed by the Core Curriculum Committee (4.49). The next step in program level assessment using NSSE is to take stock of the progress toward the 5 goals when the first graduating class completes the curriculum (2015 and 2016 for 4 and 5 year graduates).

- <u>Professional development/training</u>: Faculty and staff members attend both in-house and conference-based training and workshops focused on outcomes-based assessment both of general education and learning in the majors. For example, past faculty attendance at AAC&U national assessment meetings led to faculty adoption of the direct assessment approaches in EYE and EISRC described above, and to the blueprint assessment approach to department-based Core courses also described above (4.51). Assessment workshops and other assessment-related faculty development activities are being planned for our newly created Faculty Commons (4.51). It is anticipated that departments whose ASLP show on-going cycles of assessment will provide replicable models of their work through Faculty Commons workshops and other activities. The next step in professional development and training involves three workshops scheduled in our new Faculty Commons. These workshops are will help faculty with outcomes-based learning and assessment through a focus on active pedagogies and through faculty demonstrations of their own course-based assessment experiences.

- <u>E-portfolio</u>: A one-year pilot of e-portfolio was conducted during 2012-2013 to determine its possible use for direct assessment of student learning products, especially in relation to the community engagement goal identified by President Kalikow from USM's strategic plan (4.51). To date, the pilot has involved approximately 900 USM students in approximately 45 courses. The next step in e-portfolio assessment is to run an additional pilot year in a variety of undergraduate courses, ranging from Entry Year Experience to Capstone, and including non-Core courses in the majors. The purpose of this second pilot year is to determine the viability of an e-portfolio system for USM's students, in terms of cost, logistics, infrastructure and technical support, etc.

Appendix A

Applications / Applications (First Year, Transfer, Readmit) / Admits / Admits (First Year, Transfer, Readmit)
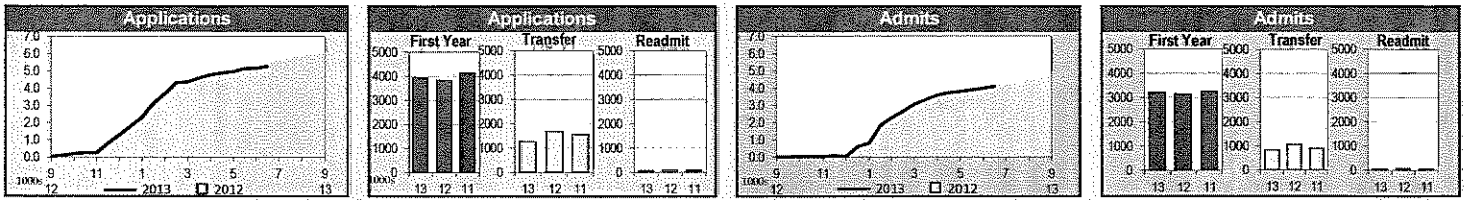
	First Year					Transfer					Readmit					Total				
	2013	2012	2011	%Chg	Diff	2013	2012	2011	%Chg	Diff	2013	2012	2011	%Chg	Diff	2013	2012	2011	%Chg	Diff
Applications																				
Total	3945	3829	4134	3%	116	1251	1678	1543	-25%	-427	67	93	83	-28%	-26	5263	5600	5760	-6%	-337
Male	1611	1590	1755	1%	21	477	639	565	-25%	-162	24	24	31	0%	0	2112	2253	2351	-6%	-141
Female	2329	2237	2377	4%	92	768	1031	960	-26%	-263	43	69	51	-38%	-26	3140	3337	3388	-6%	-197
Unknown	5	2	2	150%	3	6	8	18	-25%	-2	0	0	1	n/a	0	11	10	21	10%	1
Resident	3309	3191	3466	4%	118	333	468	429	-29%	-135	5	4	5	25%	1	3647	3663	3900	0%	-16
Commuter	636	638	668	0%	-2	918	1210	1114	-24%	-292	62	89	78	-30%	-27	1616	1937	1860	-17%	-321
Online	3	2	0	50%	1	35	26	0	35%	9	6	6	0	0%	0	44	34	0	29%	10
Under 25	3906	3785	4064	3%	121	801	1015	906	-21%	-214	6	4	10	50%	2	4713	4804	4980	-2%	-91
25 and older	39	44	68	-11%	-5	450	663	637	-32%	-213	61	89	73	-31%	-28	550	796	778	-31%	-246
Age Unkwn	0	0	2	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0	0	0	2	n/a	0
Multicultural	481	397	379	21%	84	138	184	161	-25%	-46	7	6	3	17%	1	626	587	543	7%	39
International	49	35	35	40%	14	25	25	20	0%	0	0	0	0	n/a	0	74	60	55	23%	14
In-State	2443	2488	2528	-2%	-45	978	1262	1168	-23%	-284	64	89	79	-28%	-25	3485	3839	3775	-9%	-354
Out-of-State	1502	1341	1606	12%	161	273	416	375	-34%	-143	3	4	4	-25%	-1	1778	1761	1985	1%	17
Admits																				
Total	3210	3149	3248	2%	61	826	1044	892	-21%	-218	54	71	57	-24%	-17	4090	4264	4197	-4%	-174
Male	1286	1286	1352	0%	0	300	390	332	-23%	-90	20	21	22	-5%	-1	1606	1697	1706	-5%	-91
Female	1922	1863	1895	3%	59	524	649	552	-19%	-125	34	50	35	-32%	-16	2480	2562	2482	-3%	-82
Unknown	2	0	1	n/a	2	2	5	8	-60%	-3	0	0	0	n/a	0	4	5	9	-20%	-1
Resident	2730	2653	2782	3%	77	217	278	237	-22%	-61	4	4	4	0%	0	2951	2935	3023	1%	16
Commuter	480	496	466	-3%	-16	609	766	655	-20%	-157	50	67	53	-25%	-17	1139	1329	1174	-14%	-190
Online	1	1	0	0%	0	26	20	0	30%	6	6	5	0	20%	1	33	26	0	27%	7
Under 25	3195	3132	3228	2%	63	535	634	551	-16%	-99	5	4	10	25%	1	3735	3770	3789	-1%	-35
25 and older	15	17	20	-12%	-2	291	410	341	-29%	-119	49	67	47	-27%	-18	355	494	408	-28%	-139
Age Unkwn	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0
Multicultural	344	290	248	19%	54	81	102	76	-21%	-21	5	4	1	25%	1	430	396	325	9%	34
International	27	24	19	13%	3	13	12	8	8%	1	0	0	0	n/a	0	40	36	27	11%	4
In-State	1998	2039	1976	-2%	-41	672	838	741	-20%	-166	53	69	55	-23%	-16	2723	2946	2772	-8%	-223
Out-of-State	1212	1110	1272	9%	102	154	206	151	-25%	-52	1	2	2	-50%	-1	1367	1318	1425	4%	49
Net Deposits																				
Total	762	880	775	-13%	-118	517	634	535	-18%	-117	41	48	41	-15%	-7	1320	1562	1351	-15%	-242
Male	316	379	343	-17%	-63	182	238	220	-24%	-56	16	13	13	23%	3	514	630	576	-18%	-116
Female	445	501	432	-11%	-56	335	393	309	-15%	-58	25	35	28	-29%	-10	805	929	769	-13%	-124
Unknown	1	0	0	n/a	1	0	3	6	-100%	-3	0	0	0	n/a	0	1	3	6	-67%	-2
Resident	564	643	558	-12%	-79	114	158	124	-28%	-44	4	2	1	100%	2	682	803	683	-15%	-121
Commuter	198	237	217	-16%	-39	403	476	411	-15%	-73	37	46	40	-20%	-9	638	759	668	-16%	-121
Online	1	0	0	n/a	1	22	17	0	29%	5	4	5	0	-20%	-1	27	22	0	23%	5
Under 25	753	865	761	-13%	-112	320	377	320	-15%	-57	3	2	7	50%	1	1076	1244	1088	-14%	-168
25 and older	9	15	14	-40%	-6	197	257	215	-23%	-60	38	46	34	-17%	-8	244	318	263	-23%	-74
Age Unkwn	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0
Multicultural	87	69	63	26%	18	51	76	50	-33%	-25	5	1	1	400%	4	143	146	114	-2%	-3
International	6	9	5	-33%	-3	5	7	3	-29%	-2	0	0	0	n/a	0	11	16	8	-31%	-5
In-State	601	705	624	-15%	-104	448	553	483	-19%	-105	40	47	41	-15%	-7	1089	1305	1148	-17%	-216
Out-of-State	161	175	151	-8%	-14	69	81	52	-15%	-12	1	1	0	0%	0	231	257	203	-10%	-26
Enrolled																				
Total	312	563	485	-45%	-251	379	438	343	-13%	-59	35	34	31	3%	1	726	1035	859	-30%	-309
Male	131	233	203	-44%	-102	128	160	141	-20%	-32	11	8	10	38%	3	270	401	354	-33%	-131
Female	181	330	282	-45%	-149	251	275	196	-9%	-24	24	26	21	-8%	-2	456	631	499	-28%	-175
Unknown	0	0	0	n/a	0	0	3	6	-100%	-3	0	0	0	n/a	0	0	3	6	-100%	-3
Resident	210	419	350	-50%	-209	73	106	75	-31%	-33	4	2	1	100%	2	287	527	426	-46%	-240
Commuter	102	144	135	-29%	-42	306	332	268	-8%	-26	31	32	30	-3%	-1	439	508	433	-14%	-69
Online	0	0	0	n/a	0	20	15	0	33%	5	4	4	0	0%	0	24	19	0	26%	5
Under 25	308	552	476	-44%	-244	214	261	201	-18%	-47	2	1	5	100%	1	524	814	682	-36%	-290
25 and older	4	11	9	-64%	-7	165	177	142	-7%	-12	33	33	26	0%	0	202	221	177	-9%	-19
Age Unkwn	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0	0	0	0	n/a	0
Multicultural	34	43	45	-21%	-9	37	50	29	-26%	-13	5	1	1	400%	4	76	94	75	-19%	-18
International	2	3	2	-33%	-1	1	3	3	-67%	-2	0	0	0	n/a	0	3	6	5	-50%	-3
In-State	258	455	410	-43%	-197	334	388	313	-14%	-54	34	34	31	0%	0	626	877	754	-29%	-251
Out-of-State	54	108	75	-50%	-54	45	50	30	-10%	-5	1	0	0	n/a	1	100	158	105	-37%	-58
Denials																				
	273	264	350	3%	9	68	196	209	-65%	-128	3	8	11	-63%	-5	344	468	570	-26%	-124
Total Decisions																				
	3483	3413	3598	2%	70	894	1240	1101	-28%	-346	57	79	68	-28%	-22	4434	4732	4767	-6%	-298
Withdrawn																				
Total	664	838	879	-21%	-174	116	223	148	-48%	-107	3	5	2	-40%	-2	783	1066	1029	-27%	-283
Incomplete	101	218	157	-54%	-117	35	122	63	-71%	-87	0	2	0	-100%	-2	136	342	220	-60%	-206
Accepted	533	588	666	-9%	-55	57	75	51	-24%	-18	2	3	2	-33%	-1	592	666	719	-11%	-74
Deposited	30	32	56	-6%	-2	24	19	33	26%	5	1	0	0	n/a	1	55	51	89	8%	4
Other	0	0	0	n/a	0	0	7	1	-100%	-7	0	0	0	n/a	0	0	7	1	-100%	-7

Net Deposits / Net Deposits (First Year, Transfer, Readmit) / Enrolled

Note: Charts not to scale   ▓ = FIRST YEAR   ░ = TRANSFER   ▢ = READMIT

Departmental Performance Indicators

College, School, Department	Academic Year 2014 Base-Funded Faculty FTE			Academic Year 2013 Instructional Course Staffing		AY 2011, 2012 and 2013 Student Credit	Averages of Falls 2010, 2011 & 2012 Active Academic Plans			Ratio Academic Plans to Full-Time Faculty	Averages of Fiscal Years 2011, 2012 & 2013* Awarded Degrees		
	Tenure and Tenure Track	Non-Tenure Track Full-Time	Misc	Courses Taught	% Taught by Part-time Instructors	Avg Student Credit Hours Taught	Bach	Mast	Doct		Bach	Mast	Doct
Arts, Humanities and Social Sciences													
American & New England Studies	2.9			13	0.0%	361		30.0		10.3		10.7	
Art	8.1		1.0	98	44.9%	4199	182.3			20.0	45.0		
Communication & Media Studies	7.0	1.8		89	23.6%	5601	343.7			39.3	111.7		
Criminology	5.0			36	13.9%	3086	145.7			29.1	37.3		
Economics	5.5			50	30.0%	4281	54.7			9.9	19.0		
English	18.0			288	63.2%	12063	191.0	92.0		15.7	50.3	39.0	
History	7.0			59	13.6%	4526	130.0			18.6	39.0		
Modern & Classical Languages	3.5			54	42.6%	3473	75.3			21.5	35.3		
Music	10.5	1.0	1.5	295	19.0%	5351	148.0	19.7		12.9	30.0	9.0	
Philosophy	6.0			59	23.7%	3485	39.7			6.6	13.0		
Political Science	5.7			64	21.9%	2797	112.7			19.9	39.7		
Sociology	4.5	1.0		49	6.1%	2817	80.7			14.7	32.7		
Theatre	7.0	1.0		70	10.0%	2737	65.3			8.2	14.7		
Lewiston Auburn													
Occupational Therapy	2.0	2.5						65.0		14.4		20.0	
LAC Other	15.5	3.8					379.0	23.0		20.9	101.0	7.3	
Lac Total				246	37.8%	11813							
Management and Human Services													
Business	27.5	1.0		213	12.7%	16430	863.3	132.0		34.9	210.3	32.7	
Education & Human Development	24.5	5.0	2.0	278	21.2%	13604		547.7	26.3	18.2		205.3	4.7
Geography & Anthropology	5.4	1.0		62	11.3%	2422	69.7			10.9	22.7		
Muskie	10.0			53	3.8%	2352		129.3	8.3	13.8		39.0	2.0
Social Work	9.0	1.0		70	8.6%	3900	150.0	85.3		23.5	39.7	36.0	
Science, Technology and Health													
Applied Medical Science	5.0			41	0.0%	472		14.7		2.9		3.3	
Biological Science	9.0	1.0		97	18.6%	7065	331.0	9.3		34.0	30.3	5.0	
Chemistry	5.0	1.0		54	31.5%	3287	56.3			9.4	5.3		
Computer Science	6.0			51	7.8%	1978	111.0			20.7	7.3		
Engineering	6.0			53	17.0%	1726	155.7			26.0	12.0		
Environmental Science & Policy	3.0	1.0		34	11.8%	1973	101.7			25.4	15.7		
Exercise, Health, Sport Scien	5.0	1.0		36	11.1%	2944	352.7			58.8	86.3		
Geoscience	4.0			33	0.0%	1502	24.7			6.2	8.0		
Linguistics	3.0			43	18.6%	2511	66.7			16.7	14.3		
Mathematics	5.9	3.0	1.0	141	42.6%	12088	69.7	12.3		8.3	10.3	4.0	
Nursing	17.0	9.0		398	38.4%	12845	429.3	203.7	4.7	24.5	161.3	34.3	
Physics	4.0			41	51.2%	2946	17.3			4.3	4.0		
Psychology	8.0	1.0		82	0.0%	6513	291.0			32.3	72.7		
Recreation & Leisure Studies	2.0			38	34.2%	2205	34.7			17.4	10.7		
Technology	4.0	1.0		52	23.1%	3175	190.7			38.1	53.0	0.0	
Women's Studies	1.0			40	23.1%	1009	19.7			19.7	5.0		

University of Southern Maine
Factbook 2012-2013
Fall Enrollment Counts

Fall Enrollment		Fall	2009	2010	2011	2012
Undergraduate						
	Degree Seeking		6558	6584	6378	6482
		Full Time	4649	4612	4418	4513
		Part Time	1909	1972	1960	1969
	Non-Degree Seeking		1060	977	933	925
		Full Time	41	57	55	38
		Part Time	1019	920	878	887
Total Undergraduate			7618	7561	7311	7407
Graduate						
	Degree Seeking		1322	1431	1414	1388
		Full Time	526	580	543	558
		Part Time	796	851	871	830
	Non-Degree Seeking		448	379	298	305
		Full Time	6	5	3	3
		Part Time	442	374	295	302
Total Graduate			1770	1810	1712	1693
Law						
	Degree Seeking		261	275	273	276
		Full Time	256	262	262	259
		Part Time	5	13	11	17
	Non-Degree Seeking		6	8	5	6
		Full Time	4	6	3	6
		Part Time	2	2	2	
Total Law			267	283	278	282
Total Enrollment			9655	9654	9301	9382
	Total Degree Seeking		8141	8290	8065	8146
	Total Non-Degree Seeking		1514	1364	1236	1236
	Total Full Time		5482	5522	5284	5377
	Total Part Time		4173	4132	4017	4005

Notes:

National Student Exchange Students are counted in the Non-Degree Seeking category.

Degree seeking includes students pursuing certificates and double majors

For financial aid purposes, a full time Undergraduate or Law student is defined as taking 12 or more student credit hours in a given semester. A full time Graduate student is defined as taking 9 or

University of Southern Maine
Factbook 2012-2013
Fall Enrollment by Type of Degree

Enrollment Degree Seeking Count	Fall	2009	2010	2011	2012
Undergraduate					
Baccalaureate		6558	6569	6356	6451
	Full Time	4649	4612	4418	4513
	Part Time	1909	1957	1938	1938
Certificate		0	15	22	31
	Full Time	0	0	0	0
	Part Time	0	15	22	31
Total Undergraduate		6558	6584	6378	6482
Graduate					
Certificate of Advanced Study		49	57	71	58
	Full Time	1	0	0	1
	Part Time	48	57	71	57
Certificate of Graduate Study		36	77	66	44
	Full Time	0	1	0	0
	Part Time	36	76	66	44
Master's		1215	1272	1245	1230
	Full Time	513	563	534	544
	Part Time	702	709	711	684
Doctorate		22	25	32	56
	Full Time	12	16	9	13
	Part Time	10	9	23	43
Juris Doctor		261	275	273	273
	Full Time	256	262	262	259
	Part Time	5	13	11	14
Master's of Law		0	0	0	3
	Full Time	0	0	0	0
	Part Time	0	0	0	3
Total Graduate		1583	1706	1687	1664
Total Degree Seeking Enrollment		8141	8290	8065	8146

Notes:

National Student Exchange Students are counted in the Non-Degree Seeking category.

Degree seeking includes students pursuing certificates and double majors

For financial aid purposes, a full time Undergraduate or Law student is defined as taking 12 or more student credit hours in a given semester. A full time Graduate student is defined as taking 9 or more student credit hours in a given semester.

University of Southern Maine
Factbook 2013-2013
Spring Enrollment Counts

Spring Enrollment			2010	2011	2012	2013
Undergraduate						
	Degree Seeking		**6339**	**6343**	**6143**	**6060**
		Full Time	4339	4312	4087	4037
		Part Time	2000	2031	2056	2023
	Non-Degree Seeking		**801**	**654**	**679**	**578**
		Full Time	60	60	40	36
		Part Time	741	594	639	542
Total Undergraduate			**7140**	**6997**	**6822**	**6638**
Graduate						
	Degree Seeking		**1380**	**1410**	**1412**	**1376**
		Full Time	523	561	551	535
		Part Time	857	849	861	841
	Non-Degree Seeking		**404**	**345**	**301**	**277**
		Full Time	10	2	3	1
		Part Time	394	343	298	276
Total Graduate			**1784**	**1755**	**1713**	**1653**
Law						
	Degree Seeking		**254**	**268**	**267**	**270**
		Full Time	245	247	245	245
		Part Time	9	21	22	25
	Non-Degree Seeking		**4**	**6**	**3**	**7**
		Full Time	4	5	3	6
		Part Time	0	1	0	1
Total Law			**258**	**274**	**270**	**277**
Total Enrollment			**9182**	**9026**	**8805**	**8568**
	Total Degree Seeking		7973	8021	7822	7706
	Total Non-Degree Seeking		1209	1005	983	862
	Total Full Time		5181	5187	4929	4860
	Total Part Time		4001	3839	3876	3708

Note: National Student Exchange Students are counted in the Non-Degree Seeking category.

For financial purposes, a full time Undergraduate or Law student is defined as taking 12 or more student credit hours in a given semester.

A full time Graduate student is defined as taking 9 or more student credit hours in a given semester.

Enrollment Degree Seeking Count		Spring	2010	2011	2012	2013
Undergraduate						
	Baccalaureate		6322	6327	6119	6036
		Full Time	4339	4310	4087	4037
		Part Time	1983	2017	2032	1999
	Certificate		17	16	24	24
		Full Time	0	2	0	
		Part Time	17	14	24	24
Total Undergraduate			6339	6343	6143	6060
Graduate						
	Certificate of Advanced Study		53	58	56	56
		Full Time	1	4	0	1
		Part Time	52	54	56	55
	Certificate of Graduate Study		64	85	72	43
		Full Time	0	0	0	
		Part Time	64	85	72	43
	Masters		1238	1246	1250	1225
		Full Time	507	545	541	523
		Part Time	731	701	709	702
	Doctorate		25	21	34	52
		Full Time	15	12	10	11
		Part Time	10	9	24	41
	Juris Doctor		254	268	267	267
		Full Time	245	247	245	244
		Part Time	9	21	22	23
	Master's of Law					3
		Full Time				1
		Part Time				2
Total Graduate			1634	1678	1679	1646
Total Degree Seeking Enrollment			7973	8021	7822	7706

Note: National Student Exchange Students are counted in the Non-Degree Seeking category.

For financial purposes, a full time Undergraduate or Law student is defined as taking 12 or more student credit hours in a given semester.

A full time Graduate student is defined as taking 9 or more student credit hours in a given semester.

Arts, Humanities and Social Sciences

Department	Fall	2009	2010	2011	2012
Arts					
Baccalaureate					
Art		103	100	70	84
Art - DM		2	1	2	5
Art Candidate - BA		8	2	18	7
Art Candidate - BFA		12	3	31	13
Art Education		45	45	27	23
Music - BA		21	16	23	23
Music Education		74	67	62	71
Music Education - DM		1			
Music Performance		78	68	57	57
Musical Theatre		4	7	10	14
Studio Art		85	71	58	61
Theatre		67	64	51	47
Theatre - DM			1	2	
Graduate					
Composition		3	4	3	2
Conducting		6	1	1	2
Jazz Studies		1	3	3	4
Music Education		3	2	4	
Music Performance		10	9	11	10
Total		523	464	433	423
Humanities					
Associates					
Assoc Liberal Studies		3			
Baccalaureate					
English		214	201	188	175
English - DM		4		3	6
French		19	18	12	14
French - DM				1	
History		136	123	129	124
History - DM		5	5	3	6
Liberal Studies		31	85	96	130
Philosophy		42	32	30	44
Philosophy - DM		1	4	5	4
Graduate					
American & New England Studies		26	32	29	29
Creative Writing		94	94	92	90
Total		575	594	588	622

Department	Fall	2009	2010	2011	2012
Interdisciplinary					
Baccalaureate					
Self Designed		72	67	51	35
Self Designed - DM		4	8	8	12
Total		76	75	59	47
Social Sciences					
Baccalaureate					
Communication		206	188	183	186
Communication - DM			6	7	11
Criminology		139	147	139	135
Criminology - DM		4	3	5	8
Economics		33	35	18	28
Economics - BS		19	22	24	30
Economics - DM		1	2	2	3
Media Studies		134	142	136	133
Media Studies - DM		6	13	12	14
Political Science		128	114	100	106
Political Science - DM		2	8	4	6
Sociology		103	95	71	65
Sociology - DM		2	4	4	3
Total		777	779	705	728
Arts, Humanities and Social Sciences Total		1951	1912	1785	1820

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

University of Southern Maine
Factbook 2012-2013
Major Academic Plans

Department	Law Fall	2009	2010	2011	2012
Law					
Juris Doctor		263	279	275	274
Master of Law					3
Total		263	279	275	277
Law Total		263	279	275	277

Department	Lewiston Auburn Fall	2009	2010	2011	2012
Lewiston Auburn					
Certificate					
Creative Leadership/Global Str		1			
Leadership Studies		1		1	
Lean Leadership					3
Baccalaureate					
Arts and Humanities		22	23	26	33
Arts and Humanities - DM					1
Leadership & Org Studies		86	85	97	98
Leadership & Org Studies - DM		3	5	8	4
Natural & Applied Sciences		58	41	45	53
Social & Behav Sciences		194	206	198	201
Social & Behav Sciences - DM		5	8	3	2
Certificate of Graduate Studies					
Leadership Studies		1	1		2
Graduate					
Leadership Studies		26	20	25	24
Occupational Therapy		61	62	63	70
Total		458	451	466	491
Lewiston Auburn Total		458	451	466	491

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

University of Southern Maine
Factbook 2012-2013
Major Academic Plans

Management and Human Services

Department	Fall	2009	2010	2011	2012
Business					
Certificate					
Accounting		1	17	23	29
Risk Management & Insurance		1	7	6	3
Baccalaureate					
Accounting		135	147	177	182
Accounting - DM		3	11	10	3
Accounting and Finance		49	16	9	8
Accounting and Finance - DM			1		
Business Administration		142	83	54	36
Business Administration - DM		5			1
Finance		71	91	86	78
Finance - DM			3	7	6
General Management		292	327	341	332
General Management - DM		6	6	8	9
Marketing		107	127	125	111
Marketing - DM		1	3	3	9
Pre-Accounting		1			
Pre-Accounting and Finance		2	1		
Pre-Business Administration		16	10	1	1
Sport Management		20	45	50	68
Sport Management - DM				2	2
Graduate					
Accounting		25	10	3	2
Business Administration		117	121	127	133
Total		994	1026	1032	1013

Department	Fall	2009	2010	2011	2012
Education & Human Development					
Certificate of Advanced Studies					
Adult Learning		3	2	1	3
Counseling		8	13	10	4
Educational Leadership		25	26	43	38
English as a Second Language		1	3	2	
Literacy Education		10	15	17	13
Certificate of Graduate Studies					
Applied Behavior Analysis		14	5	7	6
Assistant Principal		33	37	29	13
Athletic Administrator		1	1	3	2
Culturally Responsive Practice			1		3
Early Language and Literacy		3			
English as a Second Language			3	3	7
Gifted and Talented				1	
Literacy Education		11	5	9	6
Mental Health Rehabilitation		7	4	2	5
Response to Intervention				2	
Graduate					
Abilities & Disabil Studies		37	41	30	35
Adult and Higher Education		39	39	52	47
Applied Literacy		6	4	10	5
Counseling		141	131	135	126
Educational Leadership		35	46	58	51
Educational Psychology		5	11	16	21
Literacy Education		41	48	47	52
Professional Educator		56	49	24	16
School Psychology		5	2	1	1
Teaching and Learning		179	191	185	169
Doctorate					
School Psychology		25	24	28	27
Total		685	701	715	650
Interdisciplinary					
Baccalaureate					
Tourism and Hospitality					13
Total					13

Department	Fall	2009	2010	2011	2012
Muskie					
Certificate					
Applied Geographic Information		2	1		
Baccalaureate					
Geography/Anthropology		62	64	48	54
Geography/Anthropology - DM		1	1	1	2
Certificate of Graduate Studies					
Applied Research & Eval Meth		8	4	9	4
Child & Family Policy & Manage			1	1	2
Community Planning & Develop		5	5	5	
Health Policy and Management		2	9	8	5
Non Profit Management		8	12	7	7
Performance Management & Meas			1	2	3
Practice Management		3	2	2	
Public Health		4	6	6	5
Social Policy Analysis					1
Graduate					
Community Planning & Develop		28	39	36	27
Health Policy and Management		25	27	31	18
Public Health					34
Public Health - DM					1
Public Policy and Management		69	70	55	50
Doctorate					
Public Policy		1	3		22
Total		218	245	211	235
Social Work					
Baccalaureate					
Social Work		156	140	147	157
Social Work - DM		1	2	1	3
Graduate					
Social Work		75	97	79	80
Total		232	239	227	240
Management and Human Services Total		2129	2211	2185	2151

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

Department	Science, Technology & Health Fall	2009	2010	2011	2012
Engineering & Physical Sciences					
Baccalaureate					
Applied Technical Education		9	6	4	1
Applied Technical Leadership		23	23	17	19
Biochemistry		7	10	25	26
Chemistry - DM		1	3	4	2
Chemistry-BA		16	9	4	4
Chemistry-BS		16	25	25	32
Computer Science		93	97	106	127
Computer Science - DM		2	1	1	1
Electrical Engineering		70	56	59	78
Electrical Engineering - DM			1	3	1
Geology			1		1
Geosciences - BA		18	14	13	10
Geosciences - BS		6	6	11	18
Geosciences - DM					1
Industrial Technology		147	160	169	169
Mathematics		69	63	56	58
Mathematics - DM		1	1	2	2
Mathematics Education			6	9	12
Mechanical Engineering		64	66	72	85
Mechanical Engineering - DM		1			1
Physics		16	19	16	16
Physics - DM					1
Technology Education		3	4		
Transfer Prgrm in Engineering		16	13	13	19
Certificate of Graduate Studies					
Software Systems					1
Statistics				1	2
Graduate					
Computer Science		11	13	13	14
Manufacturing Systems		1			
Statistics		10	10	10	16
Statistics - DM					1
Total		600	607	633	718

Department	Fall	2009	2010	2011	2012
Environmental Health & Life Sciences					
Associates					
Assoc Therapeutic Recreation		1			
Baccalaureate					
Athletic Training		95	108	99	92
Biology		264	295	329	364
Biology - DM		2	3	2	
Environmental Planning & Policy		15	25	21	29
Environmental Safety & Health		11	5	2	
Environmental Safety & Health - DM		1	1		
Environmental Science - BA		22	16	12	9
Environmental Science - BS		35	52	62	69
Environmental Science - DM		1			2
Exercise Physiology		37	45	45	38
Exercise Physiology - DM				1	
Health Fitness		64	63	61	65
Health Fitness - DM					1
Health Sciences		68	117	147	176
Linguistics		66	61	61	70
Linguistics - DM		2	3	3	2
Psychology		316	331	292	231
Psychology -DM		1	3	7	9
Sports Medicine		1			
Therapeutic Recreation		39	36	34	34
Graduate					
Applied Medical Sciences		12	11	17	16
Biology		13	11	7	10
Total		1066	1186	1202	1217

Department	Fall	2009	2010	2011	2012
Nursing					
Certificate					
Foundations of Holistic Health			1		6
Baccalaureate					
Nursing		451	441	418	424
Nursing - DM				1	1
Nursing Candidate		1	1	1	1
Certificate of Graduate Studis					
Nursing Education			3	16	2
Graduate					
Nursing		194	197	214	200
Certificate of Advanced Studies					
Nursing		3	1		2
Doctorate					
Nursing				5	9
Total		649	644	655	645
Science, Technology & Health Total		2315	2437	2490	2580

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

Department	Academic Affairs Fall	2009	2010	2011	2012
Women's Studies					
Baccalaureate					
Women and Gender Studies		16	13	12	19
Women and Gender Studies - DM		4	5	4	6
Total		20	18	16	25
GO					
Art					5
Art Candidate - GO		6	6	7	2
Art Education					1
Art-Fine Arts - GO		6	2	3	
Biochemistry - GO				1	1
Biology - GO		7	15	18	17
Chemistry - GO		1	2	2	2
Communication - GO		9	7	6	2
Computer Science - GO		5	6	1	8
Criminology - GO		14	14	12	15
Economics - GO		2	2	2	2
Electrical Engineering - GO		7	4	1	1
Engineering - GO		3	2	4	8
English - GO		5	9	7	6
English Language Bridge - GO		11	13	28	36
Environ Planning & Policy - GO		1	1		
Environ Safety & Health - GO		2	1	1	
Environmental Science - GO		4	4	3	4
General Science - GO		7	3	1	
Geography/Anthropology - GO		1	3	2	
Geosciences - GO		1			
History - GO		7	7	6	7
Industrial Technology - GO		1	3	3	4
Leadership & Org Studies - GO		2	2	1	1
Linguistics - GO		2	3	3	1
Mathematics - GO		1		1	
Mechanical Engineering - GO		3	3	1	2
Media Studies - GO		9	10	6	7
Music Education - GO			1	1	
Music Performance - GO		1	5	5	4
Musical Theatre - GO			1	2	
Philosophy - GO		1			
Physics - GO		1	1		
Political Science - GO		4	6	5	4

Department	Fall	2009	2010	2011	2012
Psychology - GO		16	23	7	
Social & Behavorial Sci - GO		10	10	5	3
Social Work - GO		4	7	9	13
Sociology - GO		1		2	
Theatre - GO		4	7	6	6
Therapeutic Recreation - GO		2	2	1	2
Tourism and Hospitality - GO					1
Undeclared - GO		183	225	197	165
GO Total		344	410	360	330
Undeclared Total		1098	960	905	859
Academic Affairs Total		1462	1388	1281	1214

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

University of Southern Maine
Factbook 2012-2013
Major Academic Plans

Department	Non Degree Fall	2009	2010	2011	2012
National Student Exchange		4	3	6	2
Non Degree - Aspirations		162	129	80	95
Non Degree - ESL		12	8	16	16
Non Degree - Undergraduate		1409	1247	1070	1210
Non Degree - Graduate		538	459	342	360
Non Degree - Law		15	17	10	10
Non-Degree MCA			1		1
Non-Degree STC		15	11	11	12
Non-Degree STJ		5	6	9	1
Non-Degree UNE		8	5	9	5
Non Degree Total		2168	1886	1553	1712

All major academic plans are those that were active on the Fall Census Date: October 15, 2012
All major academic plans are counted for each student (i.e., dual majors, second & third majors, etc.)

University of Southern Maine
Factbook 2012-2013
Retention Rates

First Time, First Year Students

Cohort	Count	Retained to:			
		Term 2	Year 2	Year 3	Year 4
Fall 2009*	876	85.6%	68.3%	51.6%	47.0%
Fall 2010*	817	85.6%	64.5%	49.8%	
Fall 2011	710	83.8%	62.7%		
Fall 2012	865	86.8%			

First Time, Full Time Students (IPEDS)

Cohort	Count	Retained to:		
		Year 2	Year 3	Year 4
Fall 2009*	826	70.0%	53.0%	48.3%
Fall 2010*	766	66.0%	50.7%	
Fall 2011	661	64.3%		

Freshman Transfer Students

Cohort	Count	Retained to:			
		Term 2	Year 2	Year 3	Year 4
Fall 2009*	166	86.1%	71.7%	50.1%	42.7%
Fall 2010*	126	80.2%	65.1%	53.2%	
Fall 2011	108	82.4%	60.2%		
Fall 2012	132	86.4%			

Sophomore, Junior & Senior Transfer Students

Cohort	Count	Retained to:				Earned Degree
		Term 2	Year 2	Year 3	Year 4	
Fall 2009*	753	88.6%	71.9%	52.1%	24.3%	34.4%
Fall 2010*	751	87.2%	68.7%	46.9%		12.7%
Fall 2011	739	85.3%	70.8%			0.4%
Fall 2012	862	84.7%				0.5%

*Cohorts have been adjusted to reflect IPEDS definitions.

Term 2 = Spring Semester
Year # = Fall Semester

University of Southern Maine
Factbook 2012-2013
Admissions - First Time Students

Admissions Status	Fall	2009	2010	2011	2012
First Time, First Year					
Applied		4069	4260	4109	3902
Accepted		3412	3339	3286	3231
% Applied Admitted		84%	78%	80%	83%
Enrolled		876	817	710	865
& Admitted Enrolled (Yield Rate)		26%	24%	22%	27%
First Time Transfer					
Applied		1789	1785	1900	2031
Accepted		1264	1267	1271	1448
% Applied Admitted		71%	71%	67%	71%
Enrolled		851	823	784	944
& Admitted Enrolled (Yield Rate)		67%	65%	62%	65%
Total First Time					
Applied		6014	6162	6116	6052
Accepted		4798	4693	4546	4781
% Applied Admitted		80%	76%	74%	79%
Enrolled		1795	1694	1557	1859
& Admitted Enrolled (Yield Rate)		37%	36%	34%	39%

Note: First Time, First Year (FTFY) students are those incoming students who have been admitted for the first time, with no credits (other than those earned in advanced classes taken in high school).

University of Southern Maine
Factbook 2012-2013
Demographics First Time, First Year

Ethnic Group	Fall	2009 F	2009 M	2010 F	2010 M	2011 F	2011 M	2012 F	2012 M
2 or More Races		3	4	18	10	14	9	10	5
American Indian/Alaska Native		7	5	3	5	7	2	2	2
Asian		16	6	2	6	4	7	13	8
Black/African American		3	6	6	6	7	4	11	6
Hispanic/Latino		9	7	6	9	12	12	11	5
Native Hawaiian/Pacific Islander		0	0	0	0	0	1	0	0
Nonresident Alien		0	0	0	4	1	2	5	9
Unknown		38	47	29	36	37	25	47	42
White		400	325	361	316	304	262	382	307
Total		**476**	**400**	**425**	**392**	**386**	**324**	**481**	**384**

Age Distribution	Fall	2009	2010	2011	2012
18 - 19		800	751	657	789
20 - 21		24	29	21	25
22 - 24		16	9	6	12
Under 25		850	801	693	842
		97%	98%	98%	97%
25 and Over		26	16	17	23
		3%	2%	2%	3%
17 and Under		10	12	9	16
Grand Total		**876**	**817**	**710**	**865**

SAT Averages	Fall	2009	2010	2011	2012
Math		499	494	496	503
Verbal		506	503	502	505
Written		494	495	492	492

Ethnic Group	Fall	2009		2010		2011		2012	
		F	M	F	M	F	M	F	M
2 or More Races		2	1	9	10	11	5	13	9
American Indian/Alaska Native		7	6	2	2	0	5	7	1
Asian		13	2	6	4	14	6	10	7
Black/African American		9	14	8	10	18	8	17	20
Hispanic/Latino		11	5	14	7	7	3	17	8
Native Hawaiian/Pacific Islander		0	0	0	1	1	0	1	1
Nonresident Alien		0	2	4	3	0	0	7	5
Unknown		36	24	26	19	23	29	64	40
White		408	311	428	270	373	281	428	289
Total		**486**	**365**	**497**	**326**	**447**	**337**	**564**	**380**

Age Distribution	Fall	2009	2010	2011	2012
18 - 19		125	120	106	147
20 - 21		252	215	234	263
22 - 24		150	150	135	169
Under 25		528	486	476	579
		62%	59%	61%	61%
25 and Over		323	337	308	364
		38%	41%	39%	39%
17 and Under		1	1	1	0
Unknown		0	0	0	1
Grand Total		**851**	**823**	**784**	**944**

University of Southern Maine
Factbook 2012-2013
Fall Enrollment Counts by Ethnicity and Gender

Degree-seeking Undergraduate	Fall	2009		2010		2011		2012	
Ethnic Group		F	M	F	M	F	M	F	M
2 or More Races		12	13	53	38	68	43	72	45
American Indian/Alaska Native		56	39	38	38	38	40	33	25
Asian		69	46	56	46	58	50	73	56
Black/African American		61	88	56	85	78	83	93	96
Hispanic/Latino		66	38	73	47	73	55	84	48
Native Hawaiian/Pacific Islander					4	1	3	1	3
Nonresident Alien		9	6	15	19	12	22	28	37
Unknown		458	377	293	261	270	234	301	263
White		2996	2211	3159	2298	2961	2289	2971	2253

Degree-seeking Graduate	Fall	2009		2010		2011		2012	
Ethnic Group		F	M	F	M	F	M	F	M
2 or More Races				5	1	6	1	9	
American Indian/Alaska Native		7	7	4	5	5	7	4	7
Asian		7	4	13	2	12	2	13	5
Black/African American		5	14	4	16	4	7	5	3
Hispanic/Latino		12	5	12	8	15	9	11	5
Native Hawaiian/Pacific Islander					1		1		
Nonresident Alien		2	2	7	3	4	2	7	1
Unknown		97	46	89	39	115	47	97	62
White		787	327	874	348	868	309	822	337

Degree-seeking Law	Fall	2009		2010		2011		2012	
Ethnic Group				F	M	F	M	F	M
2 or More Races				1		1			
American Indian/Alaska Native		1	2	1	2	1	1	1	1
Asian		4	4	6	2	6	4	5	6
Black/African American		5		5		4		2	1
Hispanic/Latino		2	4	4	6	5	3	5	3
Nonresident Alien				1	1			1	
Unknown			4		2		1	1	1
White		99	136	111	133	115	132	116	133

Degrees Awarded July 1, 2010 to June 30, 2011

Certificates	21
Associate degrees	2
Bachelor's degrees	1355
Post-Bachelor's certificates	66
Master's degrees	455
Post-Master's certificates	29
Doctoral degrees - research/scholarship	8
Doctoral degrees - professional practice	90
Total Degrees	2026

Fall First-Time First-Year Race/Gender Trend

	2009 Female	2009 Male	2010 Female	2010 Male	2011 Female	2011 Male
NR Alien	0	0	0	4	1	2
Hisp/Latino	9	7	6	9	12	12
AmIndian	7	5	3	5	7	2
Asian	16	6	2	6	4	7
AfricanAm	3	6	6	6	7	4
Hawaiian	0	0	0	0	0	1
White	400	325	361	316	304	262
2orMore	3	4	18	10	14	9
Unknown	38	47	29	36	37	25
Total	476	400	425	392	386	324

Fall Transfer Race/Gender Trend

	2009 Female	2009 Male	2010 Female	2010 Male	2011 Female	2011 Male
NR Alien	0	2	4	3	0	0
Hisp/Latino	11	5	14	7	7	3
AmIndian	7	6	2	2	0	5
Asian	13	2	6	4	14	6
AfricanAm	9	14	8	10	18	8
Hawaiian	0	0	0	1	1	0
White	408	311	428	270	373	281
2orMore	2	1	9	10	11	5
Unknown	36	24	26	19	23	29
Total	486	365	497	326	447	337

Fall 2011 Student Characteristics

	Undergraduate	Graduate	All Students	
Age 24 & under	67% Female	67% Female	58%
Age 25 & over	32% Full-Time	42% Receive FinAid	80%
Female	55%		
Full-Time	61%		
FTFT Out-of-State	14%		

2011-2012 Costs

In-State Tuition	$7,590
Out-of-State Tuition	$19,950
NEBHE & CAN Tuition	$11,400
Fees	$1,310
Room & Board*	$9,287

*vary depending upon room/meal plan

Six-year Graduation Rate First-Time Full-Time

Cohort	2001	2002	2003	2004	2005
	34%	34%	37%	34%	33%

Retention Rate - Fall Returning Fall (First-Time Full-Time)

	FA2007	FA2008	FA2009	FA2010
Degree	Returning	Returning	Returning	Returning
Seeking	FA2008	FA2009	FA2010	FA2011
Bachelor's	64%	67%	70%	66%

Retention

	Returned Term2	Returned Year2	Returned Year3	Degree Earned
First Time First Year				
FA2009	85.6%	68.3%	51.6%	
FA2010	85.6%	64.5%		
FA2011	83.8%			
Freshmen Transfers				
FA2009	86.1%	71.7%	50.1%	
FA2010	80.2%	65.1%		
FA2011	82.4%			
Sophomore/Junior/Senior Transfers				
FA2009	88.6%	71.9%	52.1%	13.1%
FA2010	87.2%	68.7%		0.7%
FA2011	85.3%			0.4%

AY2011 Actual Financial Aid Undergraduate Students

Total Grant Aid received by All	$20,528,648
Number who rec'd a Pell Grant	2,646
FTFT receiving any financial aid	87%
Avg net price FTFT students who receive grant aid	$18,156

AY2011 Actual FTFT Grant Aid

	% Receiving	Avg Amt
Federal Government	53	$4,270
Pell	45	$3,944
Other Federal	51	$1,021
State/Local Gov't	38	$1,095
Institutional	41	$3,129
Total	69	$5,730

AY2011 Actual FTFT Loans

	% Receiving	Avg Amt
Federal Government	75	$8,559
Non-Federal	12	$10,267
Total	75	$10,119

Fall 2011 All Undergraduate Returning Spring 2012

	Retain'd %	Attrition %	Non- %	Spring Avg	Spring Avg
Students (ages 18-24)	80.9	14.3	4.8	2.8	2.6
FTFY Freshmen	77.0	16.0	7.0	2.6	2.7
Dorm Residents	83.9	10.7	5.4	2.6	2.7
Commuters	78.3	16.8	4.9	3.0	3.0

By the Numbers
Academic Year 2011 - 2012

By the Numbers — provides a summary of the most commonly requested statistics of the Office of Institutional Research and Assessment. This includes data for undergraduate and graduate programs regarding admission, enrollment, cost, financial aid, class size, faculty, and degree completion. It is a quick reference for describing the institution. For more detailed information, please refer to our website:

www.usm.maine.edu/oira

Pat Davis
Associate Director, Institutional Research

12 Month Unduplicated Student Headcount and FTE

	2009-2010 Headcount	FTE	2010-2011 Headcount	FTE
Undergraduate	9610	5825	9574	5635
Graduate	3105	1537	2979	1674
Total	12715	7362	12553	7309

Student-to-Faculty Ratio

	FA2009	FA2010	FA2011
	15 to 1	16 to 1	15 to 1

Fall 2011 Faculty

	Full Time		Part Time		Total Faculty	
Female	171	46.2%	160	58.6%	331	51.5%
Male	199	53.8%	113	41.4%	312	48.5%
Total	370	100.0%	273	100.0%	643	100.0%

Fall 2011 Enrollment by Career

	UGRD		GRAD		Total	
Degree	6378	87.2%	1687	84.8%	8065	86.7%
NonDeg	933	12.8%	303	15.2%	1236	13.3%
Total	7311	100.0%	1990	100.0%	9301	100.0%

Admission Trends

	Fall 2009	Fall 2010	Fall 2011	Spring 2010	Spring 2011	Spring 2012
Undergraduate						
Applied	6014	6162	6116	938	993	857
Admitted	4798	4693	4645	672	865	630
Enrolled	1795	1694	1557	462	470	455
Graduate						
Applied	872	1004	991	260	218	205
Admitted	619	647	639	182	159	164
Enrolled	406	456	459	133	121	129

Fall First-Time First-Year Age Distribution

	2009	2010	2011
17 and under	1.1%	1.5%	1.3%
18-19	91.3%	91.9%	92.5%
20-21	2.7%	3.5%	3.0%
22-24	1.8%	1.1%	0.8%
24 and under	97.0%	98.0%	97.6%
25 and over	3.0%	2.0%	2.4%

Fall Transfer Students Age Distribution

	2009	2010	2011
17 & under	0.1%	0.1%	0.1%
18-19	14.7%	14.6%	13.5%
20-21	29.6%	26.1%	29.8%
22-24	17.6%	18.2%	17.2%
24 & under	61.9%	58.9%	60.6%
25 & over	38.0%	40.9%	39.3%

Fall First-Time First-Year SAT Averages

	2009	2010	2011
Math	499	494	496
Verbal	506	503	502
Written	494	495	492

Fall 2011 First Year Degree-Seeking Enrollments
Gender

Full/Part	Female FT	Female PT	Male FT	Male PT
Undergraduate				
First Time	358	28	303	21
Transfers	304	178	265	100
Graduate				
First Time	170	158	69	59

Fall 2011 First-Time First-Year Top 3 Maine Counties

Cumberland	37.1%
York	22.5%
Androscoggin	10.1%

Fall Enrollment* Headcount and FTE Trends

	2009	2010	2011
Undergraduate**			
Headcount	7618	7561	7311
FTE	5491	5491.73	5272
Graduate**			
Headcount	1770	1810	1712
FTE	1218	1286.72	1219
Law**			
Headcount	267	283	278
FTE	261.5	272.46	272.3
Total			
Headcount	9655	9654	9301
FTE	6971	7051	6764

* Unduplicated Headcount
** Undergraduate and Law; 1 FTE = 15 credit hours
** Graduate; 1 FTE = 9 credit hours

Fall 2011 Undergraduate Enrollment Racial/Ethnic Category

	First Time	Transfer	Contin.	Non-Deg	Total
NR Alien	3	0	31	18	52
Hisp/Latino	24	11	93	6	134
Amindian	9	7	62	8	86
Asian	11	20	77	8	116
AfricanAm	11	27	123	6	167
Hawaiian	1	1	2	0	4
White	566	709	3975	341	5591
2orMore	23	18	70	6	117
Unknown	62	54	388	540	1044
Total	710	847	4821	933	7311
Majority*	566	709	3975	341	5591
Minority*	82	84	458	52	676
Total*	648	793	4433	393	6267
Minority*	12.7%	10.6%	10.3%	13.2%	10.8%

* Excludes those not reporting

Fall 2011 Enrollment Gender and Status

	Undergraduate		Graduate		Total	
Full/Part	Female	Male	Female	Male	Female	Male
FT	2440	2033	528	283	2968	2316
PT	1596	1242	858	321	2454	1563
Total	4036	3275	1386	604	5422	3879

Top 5 Degrees Awarded 2010-2011

Bachelor's	N	Master's	N
Nursing	164	Teaching & Learning	65
Communication	69	Counseling	49
Psychology	69	Nursing	35
Gen Management	65	Social Work	34
Social Behavior Sci	62	Business Admin	29

Fall 2011 First-Time First-Year

Top 2 Out-of-State States		Geographic Distribution	
MA	35.4%	In-State	86.0%
NH	18.8%	Out-of-State	14.0%

Fall 2011 Enrollment by Race/Ethnic Category

Status	UGRD		GRAD		TOTAL	
Full/Part	FT	PT	FT	PT	FT	PT
NR Alien	38	14	5	1	43	15
Hisp/Latino	87	47	21	14	108	61
Amindian	54	32	8	8	62	40
Asian	74	42	20	6	94	48
AfricanAm	85	82	9	7	94	89
Hawaiian	3	3	1	0	4	1
White	3697	3894	670	937	4367	2831
2orMore	87	30	5	3	92	33
Unknown	348	696	72	203	420	899
Total	4473	2833	811	1179	5284	4017
Majority*	3697	1894	670	937	4367	2831
Minority*	428	248	69	39	497	287
Total*	4125	2142	739	976	4864	3118
Minority*	10.4%	11.6%	9.3%	4.0%	10.2%	9.2%

* Excludes those not reporting

Fall 2011 College Percentage Breakdown

	Total Majors	First Year Intent	Transfer Intent
Arts, Humanities and Social Sciences	17.8	17.2	19.5
Lewiston Auburn	4.6	1.4	6.6
Management and Human Services	21.8	10.4	13.4
Science, Technology and Health	24.8	20.6	38.0

Fall 2011 Degree-seeking Student Life Characteristics

	First-Time First Year (Freshmen)	Undergraduates
% from Out-of-State	15%	5%
% live in Dorms	59%	14%
% off campus/commute	41%	86%
% 25 and older	2%	33%
Average age full-time students	18	23
Average age all students	19	25

Undergraduate Class Size Trend (Undergraduates Enrolled)

Class Size	FA2009 Class Sections	FA2010 Class Sections	FA2011 Class Sections	FA2011 Sub-Sections
2-9	105	125	105	41
10-19	297	308	307	50
20-29	345	365	312	29
30-39	151	156	148	5
40-49	62	69	45	0
50-99	32	25	23	0
100+	8	8	7	0
Total	1000	1056	947	125

Fall 2011 Enrollment Degree-Seeking First-Time

	UGRD First-Year	UGRD Transfer	GRAD First-Time
Full-Time	661	569	239
Part-Time	49	278	217
Total	710	847	456

University of Southern Maine
Program Review

Environmental Science	2009	2010	2011	2012
Degrees				
Bachelor's	4	7	4	8
Department Workload *				
Sections				
Students				
Student Credit Hours				
Academic plans (ENV)				
Environmental Science - BA	22	16	12	
Environmental Science - BS	35	52	62	
Environmental Science - DM	1			
Admit Type				
First Year Admissions (FYR)	9	7	6	
Transfer Admissions (TRF)	6	9	7	

Retention	2009	2010
First Year	66.7%	71.4%
Transfer	100.0%	77.8%

6 Year Graduation Rate: (Fa2005 First Year Cohort): 7   2 first-year environmental science students enrolled in fall 2005, 1 graduated within six years

* Department workload numbers are all factored under ESH and ESP, and therefore are not listed here

Appendix B

PROGRAM REVIEW SCHEDULE   Revised April 2013

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

UNIVERSITY OF SOUTHERN MAINE

College of Arts, Humanities, and Social Sciences

COLL	DEPT	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-2023	2023-2024
	American & NE Studies	ANES MA					x							x	
10 yr	Art	Art Education BA				self	NASAD								
		Art BA/BFA				self	NASAD								x
	Comm/Media Studies	Communication BA				x							x		
		Media Studies BA				x							x		x
	Criminology	Criminology BA						x							x
	Economics	Economics BA/BS						x							x
	English	English BA				x							x		
	Modern & Class. Lang.	French BA	x							x					
	Geosciences	Geosciences BA/BS						x						x	
	History	History BA					x							x	
10 yr	Music	Music BAMM	self	NASM									self	NASM	
		Music Performance BM	self	NASM									self	NASM	
		Music Education BM	self	NASM									self	NASM	
		Composing Together (Graduate certificate)		x							x				
	Philosophy	Philosophy BA		x							x				
	Political Science	Political Science BA	x							x					

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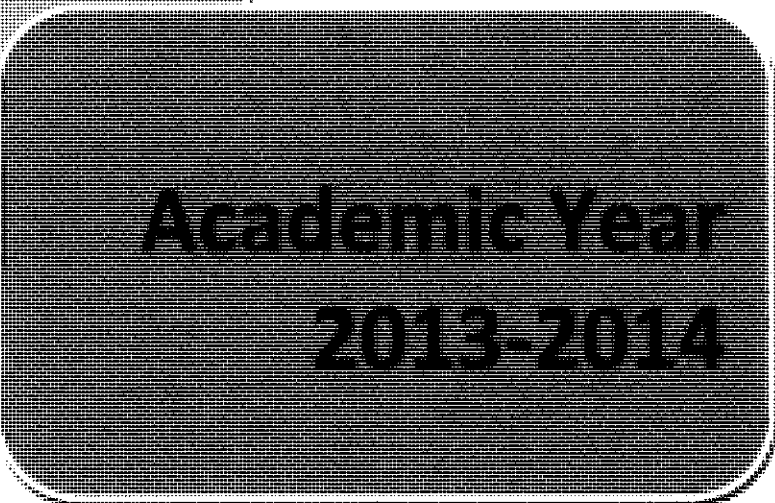
7/1/2013

COLL	DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
College of Arts, Humanities, and Social Sciences															
5 yr	Self-Designed Majors	Classical Humanities BA			x							x			
		Classical Studies BA			x							x			
		Foreign Languages BA			x							x			
		French Studies BA			x							x			
		General Science BA			x							x			
		German Studies BA			x							x			
		Hispanic Studies BA			x							x			
		International Studies BA			x							x			
		Russian Studies BA			x							x			
		Social Science BA			x							x			
	Sociology	Sociology BA			x						x				
	Stonecoast MFA	MFA				x							x		
	Theatre	Theatre BA					x			x				x	
		Acting Techniques of Michael Chekhov (Grad cert)	x												
	Interdisciplinary														
	Women and Gender Studies	BA		x							x				

7/1/2013

UNIVERSITY OF SOUTHERN MAINE

COLL / DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
College of Science, Technology, and Health														
Applied Immunology	Applied Medical Sciences MS				x							x		
Biology	Biology BA/MS						x							x
Chemistry	Chemistry BA/BS	self	ACS						x					x
	Biochemistry BS	self	ACS						x					x
Computer Science (6 yr)	Computer Science BS				ABET						ABET			
	Computer Science MS						x							
	Software Systems (Graduate certificate)								x					
Engineering (3 to 6)	Electrical Engineering BS					ABET						ABET		
Engineering (3 to 6)	Mechanical Engineering BS			ABET						ABET				
Environ Science & Policy	Environmental Safety & Health BS	x							x					
	Environmental Planning & Policy BA	x							x					
	Environmental Science BS			x							x			
Exercise, Health & Sp Sc (5 to 10)	Exercise Science BS			CAAHEP					CAAHEP					
	Athletic Training BS						CAATE					CAATE		
(5 yr)	Heath Sciences					x							x	
Geosciences	Geosciences BA/BS						x							x
Linguistics (10 yr)	Linguistics BA							x						
Mathematics	Mathematics BA					x							x	
	Statistics MS					x							x	
	Statistics (Graduate certificate)		x								x			

UNIVERSITY OF SOUTHERN MAINE

College of Science, Technology, and Health

COLL	DEPT	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-2022	2022-2023	2023-2024
Varies	Nursing	Nursing BS/MS		waived						MSBON					
10 yr		Nursing BS/MS									CCNE				CCNE
TBD		Nursing DNP					x								
		Psychiatric/Mental Hlth Clinical Spec (CNS) CAS									CCNE				
		Psyciatric Nurse Practitioner CAS									CCNE				
		Adult Nurse Practitioner CAS									CCNE				
		Family Nurse Practitioner CAS									CCNE				
		Clinical Nurse Leader (CNL) CAS									CCNE				
		Nursing Education CAS									CCNE				
		Radiation Therapy BS						x							x
		Nursing Education (Graduate Certificate)		x							x				
	Physics	Physics BA	x							x					
	Psychology	Psychology BA			x							x			
	Recreation & Leisure	Therapeutic Recreation BS						x							x
6 yr	Technology	Applied Technical Leadership BS		x							x				
		Applied Technical Education BS				ATMAE						ATMAE			
		Industrial Technology BS													
		Technology Education BS													

7/1/2013

UNIVERSITY OF SOUTHERN MAINE 2023-2024

College of Management and Human Service

COLL	DEPT	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
5 yr	Business Administration	Business Administration BS MBA MSA			Self	AACSB					self	AACSB			
8 yr	Human Resource Devel	Counseling School MS						Self	CACREP						self
8 yr		Counseling Clinical Mental Health MS						Self	CACREP					CORE	self
8 yr		Counseling Rehabilitation MS		Self/CORE									self		
5 yr		School Psychology Ph.D.						NASP					NASP		
		Applied Behavior Analysis (Post-Masters Grad. cert)	x							x					
		Assistant Principal (Graduate certificate)		x							x				
		Athletic Administrator (Graduate certificate)				x							x		
		Culturally Responsive Practice (Graduate certificate)				x							x		
		English as a Second Language (Graduate certificate)				x							x		
		Gifted and Talented Education (Graduate certificate)				x							x		
		Literacy (Graduate certificate)	x							x					
		Mental Health Rehabilitation Technician (Grad. cert)		x							x				
		Middle Level Education (Graduate certificate)	x							x					
		Response to Intervention - Academic (Grad. cert)					x							x	
		Response to Intervention - Behavioral (Grad. cert)					x							x	
		Teaching to ALL Students (Graduate certificate)				x							x		
		Youth with Moderate to Severe Disabilities (Grad. cert)					x							x	
5 yr	Professional Education	Literacy Education MSEd			x							x			
		Literacy Education ESL MSEd			x							x			
		Educational Leadership MSEd			x							x			

UNIVERSITY OF SOUTHERN MAINE

COLL	DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
	College of Management and Human Service														
	Geography Anthropology	Geography-Anthropology BA						x							x
5 yr	Public Policy & Mgmnt	Health Policy & Management MS	CAHME					Self/CAHME							
7 yr		Community Planning & Development MS		Self	PAB						Self	PAB			
7 yr		Public Policy & Management MPPM			Self	NASPAA						Self	NASPAA		
		Applied Research and Evaluation Methods (Grad. cert)		x							x				
		Child and Family Policy and Management (Grad. cert)		x							x				
		Community and Planning Development (Grad. cert)		x							x				
		Health Policy and Management (Graduate certificate)		x							x				
		Nonprofit Management (Graduate certificate)		x							x				
		Performancement Management & Measurement (Grad. cert)		x							x				
		Practice Management (Graduate certificate)		x							x				
		Public Health (Graduate certificate)				x							x		
		Social Policy (Graduate certificate)					x							x	
8 yr	Social Work	Social Work BSW/MSW		Self/CSWE								Self/CSWE			
5 yr	Interdisciplinary	Tourism and Hospitality	Founded					x							
5 yr	Teacher Education	Teaching & Learning TEAMS MSEd			Self	TEAC				Self	TEAC				
		Teaching & Learning ETEP MSEd			Self	TEAC				Self	TEAC				
		Teaching & Learning Mathematics Education MSEd			Self	TEAC				Self	TEAC				

UNIVERSITY OF SOUTHERN MAINE

Fine Arts Art Education BFA — self — NASM
Music Music Education BM — self — NASAD

COLL / DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
Lewiston-Auburn College														
Arts & Humanities	Arts & Humanities BA							x						
Leadership & Org Stu	Leadership & Org Studies BS/MS		x							x				
	Leadership Studies (Grad. cert.)		x							x				
	Creative Leadership and Global Strategy (Grad. cert.)		x							x				
Occupational Therapy	Occupational Therapy MS					x							x	
	Occupational Therapy: Return to Practice (Grad. cert.)					x							x	
Natural & Applied Sci	Natural & Applied Sciences BA				x							x		
Social & Behav Sciences	Social & Behavioral Sciences BA			x							x			

UNIVERSITY OF SOUTHERN MAINE

COLL	DEPT.	PROGRAM	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
Law		Law JD				ABA									

Appendix C

University of Southern Maine

Academic Program Review

Guidelines

Academic Year 2013-2014

Academic Program Review Guidelines
Academic Year 2013-2014

Basis for USM Academic Program Review

The primary focus and purpose of academic program review is continually improving the quality of programs through self-reflection, analysis, and goal-setting for the future. As such, academic program review is an opportunity for academic programs at USM to reflect systematically on internal and external departmental and individual achievements, examine relationships with other parts of the university, and set goals for continued improvement.

The comprehensive approach to program review provides evidence and support for systematic improvement in the key areas of planning, curriculum development and management, professional development, and resource (budget and time) allocation.

More broadly, program review provides a context for examining how the program presents itself within the university community and to the outside world. In this regard, academic program review also serves as an accountability measure to external constituents and stakeholders.

Guiding Organizations for Academic Program Review

The **University of Maine System** (UMS) requires academic program review. The guidelines, including timelines for new and continuing programs, are appended to this document and can be read in the system-wide Administrative Procedures Manual. Please take the time to read this information; familiarity with the guidelines is important to the academic program review process.

The **New England Association of Schools and Colleges (NEASC) Standards for Accreditation** governs all aspects of the university. These standards demand focused attention on program review, assessment of student learning outcomes, and progress toward achievement of mission (institutional effectiveness).

NEASC accreditation is essential to USM's existence and the standards inform the academic program review process. The full set of Standards can be found at: http://cihe.neasc.org/standards_policies/standards/.

The standards that relate directly to academic program review and student learning outcomes assessment are presented in the sidebar.

In constructing the self study, programs should explicitly incorporate information from their annual Assessment of Student Learning Plans (ALSP's), from relevant Core course assessment documents (including Core Course Blueprints) as well as any department-based assessment materials.

Accredited programs may request to substitute the specialized accreditation for the program review process. Such requests are negotiated between the college dean and Provost.

NEASC Standards for Academic Program Review and Student Learning Outcomes Assessment

- *2.5* The institution has a system of periodic review of academic and other programs that includes the use of external perspectives.

- *2.6* Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives both inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement and resource allocation.

- *4.2* Through its system of academic administration and faculty participation, the institution demonstrates an effective system of academic oversight, assuring the quality of the academic program wherever and however it is offered.

- *4.4* The institution publishes the learning goals and requirements for each program. Such goals include the knowledge, intellectual and academic skills, and methods of inquiry to be acquired. In addition, if relevant to the program, goals include creative abilities and values to be developed and specific career-preparation practices to be mastered.

- *4.8* The institution develops, approves, administers, and on a regular cycle reviews its degree programs under effective institutional policies that are implemented by designated bodies with established channels of communication and control. Faculty have a substantive voice in these matters.

OVERVIEW of the Process

The Academic Program Review Process has four steps: the self study, the external review, the program response to the external review, and the action plan. These steps are outlined in the appended timeline.

STEP ONE: Self Study

The self study is a candid assessment and includes reflection on accomplishments since the last review, identification of current challenges, and a realistic course for the program's future during the next seven years.

It is expected that the self study be a collaborative product of the chairperson/director, the faculty, and other key constituents and stakeholders within the unit and across the school/college/university.

The self study should be comprehensive yet concise. Colleges/departments/programs are welcome to develop additional criteria for the self study report; the document should minimally include the following sections.

A. **Program Information**
- Program overview including mission, goals and how the programs contribute to the university's mission of student success, community engagement, and fiscal sustainability.
- Study plans (i.e., 4-year plan of courses a student would take to complete the degree on schedule).
- Evidence that curricula are periodically reviewed and revised as needed to maintain currency in the discipline and program quality.
- Schedule and rotation of course offerings and the process used to develop these.
- All course syllabi

B. **Learning Outcomes and Assessment (Please work with the Offices of Academic Assessment and Undergraduate Programs and Core Curriculum)**

Utilizing annual program ASLP's (Assessment of Student Learning Plans) and relevant Core assessment materials, including Core Course Blue Prints, identify:
- Student learning outcomes including knowledge, skills, and dispositions.
- Map of student learning outcomes identifying the learning experiences which support specific outcomes and where in the curriculum an outcome is introduced, reinforced, and mastered.
- Assessment plan for student learning outcomes

C. Community Collaboration
- How does the program involve the expertise that exists in other areas to support its programs, faculty, staff, and students?
- How does the program share its own expertise with other areas to support the mission of the university?
- How does the program's curriculum interface with the university's general education program? In what ways does the program encourage and support faculty involved in teaching in general education?
- How does the program collaborate with external community organizations?

D. Data (Office of Institutional Research (OIR) will provide this data to each program in September).
- Profile of Current Students
  - Demographics (including class level)
  - First-time Students
  - Transfer Students (internal, external, changes of major)
- Degree and credit production trends. (Analysis should cover the most recent three years; credits should be reported as undergraduate, graduate, and total; and, degrees should be broken down by type (e.g., BA vs BS.) and level (bachelor's, master's, and doctoral) with totals reported.
- Course sections and fall enrollments for the past three years.
- Persistence and graduation rates, including year to year retention, 4, 5, and 6 year graduation rates, within department and within campus.
  - First-time/full-time students
  - Transfer Students
- Entering demographic information for undergraduate students and GPA, GRE, LSAT, or MAT for graduate students.

E. Student Information
- Five-year projection of student profile (are changes anticipated?)
- Progression towards degree completion
  - Describe student monitoring process.
  - Describe the academic advising program in the unit.
- Survey data from current students to address perception of advising and program quality.

- o Local assessments (such as focus group data)
- o National assessments (if statistically relevant)
- Listing of all master's thesis and/or doctoral dissertation titles for the last three years, as appropriate.

F. **Graduate Information**
- Profile of Graduates
  - o Survey data from graduates regarding current employment and/or continuing education and the quality of the program (could include focus group data).
  - o Average length of time to degree completion.

G. **Faculty and Staff**
- A roster of faculty and staff for the past three years, including any faculty members who have left with the reported reasons for their departure.
- A three-year historical summary of hiring, tenure, promotion, post tenure review, and resignations/retirements.
- A five-year projection of the schedule of the department's reappointments, tenures, promotions, and post tenure reviews.
- Summary of internal and external professional development activities of faculty and how they are supported. Comment on how they contribute to student success, the university, the discipline, and improvements in pedagogy.

H. **Data (Office of Sponsored Research will provide this data to each program in September.)**
- External research dollar production.

I. **Data (College Financial Managers will provide this data to each program in September.)**
- Departmental expenditures for the most recent three years broken down by fund source (e.g., E&G, MEIF, MAFES).
- Cost per graduate for the most recent three years.

J. **Summary, Analysis, and Goals**
- Discussion of the recommendations of the last program review and changes that have been made since that time.
- Analysis of the current strengths and weaknesses of the unit.
- Discussion of improvements and future goals (budget neutral)
- Discussion of improvements and future goals requiring additional resources and identification of plan for implementation.
- Additional specific questions to be presented to the external reviewers

The self study process may take up to one semester to research and write. It should include critical stakeholders: faculty, staff, and students. In addition, it should involve external advisory groups as appropriate. The self study should be forwarded to the Dean and Provost for review and revision prior to sending it to the external reviewers.

STEP TWO: The External Review

In the fall semester as the program works on the self study, they must also work on the external review. The chair submits a list of 5-8 potential external reviewers from the University of Maine System, other NEASC schools, and USM to the dean. The list includes the rational for each reviewer. The dean forwards the list of potential external reviewers to the Provost with comments.

In conjunction with the dean, the Provost selects three external reviewers, one each from within the UMaine System, a NEASC institution, and USM or another institution which has a program similar to the USM program.

The Provost sends the letters of invitation to the potential reviewers. Once the full team of three reviewers is confirmed, the Office of the Provost notifies the dean and the chair. The chair provides the review team members with the self study, and coordinates all details of the on-site visit (including personal services contracts, scheduling, travel, accommodations, meals, and itineraries).

The department, the College, and the Office of the Provost will each pay 1/3 of the cost of the review. The department will incur all charges then provide a detailed accounting and invoice to the College and Provost for payment.

A 'lead reviewer' is identified for purposes of drafting the review report. The chair makes this determination predicated by conversations with the reviewers and the ability to adhere to the deadline for the external review. It is rarely the USM reviewer.

UMaine System and NEASC reviewers are each compensated $550 and the USM reviewer receives $300 as

External Review Quick Steps:

September: Program identifies potential external reviewers and provides list to Dean. Dean and Provost deliberate and select external reviewers.

Office of Provost sends letter inviting external reviewers to participate in review.

October: Office of Provost notifies program of review team status. Program sets up personal services contract for each reviewer.

November: Program forwards self study to Dean and Provost for review and comment.

Program begins to plan site visit including scheduling first meeting of the visit with the Provost and setting times to meet with faculty, staff, and students.

December: Program forwards self study to external review team members and continues to plan the site visit.

January/February: Program hosts external reviewers for site visit. Processes stipends and travel reimbursements.

March: Dean receives external reviewers report and forwards to program. Program drafts response within 30 days.

April: Program forwards self study, external reviewer report, and program response to Dean by April 1.

members of the external review team. The review team members are reimbursed for travel expenses (miles, tolls, overnight, etc). The "lead reviewer" receives an additional $100 for drafting the report.

The site visit is typically one or two days. The visit begins with an orientation meeting with the Provost and ends with a debrief meeting with the Provost. The schedule should also include a tour of the unit's facilities and meetings with faculty members, students, relevant campus stakeholders, and the dean at a minimum.

The review team sends their draft report to the chair for an accuracy review. After the accuracy is assured, the review team submits the review to the dean by March 1.

STEP THREE: Unit Response to the Review

Once the final report is received by the dean, it is transmitted to the unit chair. The program has 30 days (April 1) to submit a response to the review to the dean, if they so desire.

STEP FOUR: Dean's Evaluative Report to the Provost and Institutional Action Plan

The dean writes a brief evaluative report of the program to accompany transmittal of the self-study, the external review, and the unit response. Included will be the dean's recommendations for future action. Full reports are submitted to the Provost by April 15.

After receiving the full review package from the dean, the Provost assesses the recommendations for future action, writes a brief summary, and notifies the dean and chair whether they should implement the recommendations.

The Provost then forwards a brief written summary to the President. All components of the academic program review are transmitted to the University System.

System-Wide Administrative Procedures Manual:

Section 305.3 Academic Program Review
Effective: 1/29/87
Last Revised: 1/14/08

Academic program review must be institution-based and reflect an institution's mission and capacity. Program review should focus on student outcomes and should support a systematic and broad-based approach to the assessment of student learning focused on educational improvement through understanding how and what students are learning in their academic program.

Regular program assessment will improve the program review process. Specific identification of program goals and student learning objectives is a critical first step.

1. All academic degree programs are to be reviewed within an established time frame. The schedule of academic program reviews is to be revised biennially in concert with the review and revision of the university operational plan of which it becomes a part. Academic program review schedules are to be submitted to the Vice Chancellor for Academic Affairs and any deviations from these review schedules must be approved by the Vice Chancellor for Academic Affairs.

Program review should be undertaken within five years for new programs and at least every seven years for continuing programs, unless a shorter interval is deemed necessary for specified conditions resulting from a review. The schedule should allow for flexibility and can change to coordinate with the timing of reviews by specialized accrediting bodies. University-level processes should be developed for programs less than degree-level.

2. Academic program review should ensure broad institutional and community representation in the process, including but not limited to appropriate faculty and program alumni. Structures and mechanisms that blend academic affairs and student affairs in a constructive fashion should be encouraged.
3. The program review process on each university should include:

a. a self-study by the unit being reviewed.

The self-study should include:
• rationale for the program
• five-year summary of program enrollment (number of majors and number of graduates)
• course section enrollments
• number of full-time faculty equivalents
• budgets
• an assessment of progress made in relation to the recommendations of previous program reviews.

The self-study should address the quality of the faculty and the methods used to ensure that quality (such as post-tenure review practices). The quality and appropriateness of the

curriculum should be examined, with attention to such matters as student outcomes assessment and pluralistic perspectives. In addition, the self-study should discuss the relation of the program to the university mission.

b. a report by external reviewers based on a review of the self-study, additional materials as required, and a site visit.

c. a final report by the university, endorsed by the President.

The final report should include:
• a statement on how the program enhances the mission of the university
• a statement on the value of the program to the state and the nation
• a set of recommendations, with rationale, for future action,
• budget implications based on the self-study and the external review, and
• actions taken as a result of previous reviews.
Attention should be given to whether or not a program having had few graduates over a period of years as well as low course section enrollments should be continued. Professional accreditation processes may substitute for appropriate components of this section. The University of Maine System encourages program review and accreditation assessments be held at the same time where possible and appropriate.

4. Program reviews carried out during the previous two years shall become a part of the biennial review and revision of the university operational plan and the recommendations emanating from the review should be taken into consideration in the development of the biennial budget request.

5. Each year, each Chief Academic Officer will submit a report to the Vice Chancellor that summarizes program review activity at the universities. This report should include information on reviews in progress, reviews completed in the past year, an executive summary of the results of completed reviews and actions taken as a result of those reviews.
The Vice Chancellor will review the documents submitted and, based on this review, will recommend that the Chancellor accept the reviews and the recommendations in the final report and initiate any appropriate action(s), or recommend that the Chancellor discuss the review documents with the university President and examine possible future actions. Institutions and the System should fully vet program reviews and provide adequate responses to programs.

Program review documents will be kept on file in the Chancellor's Office where they can be reviewed by members of the Board of Trustees.

Appendix D

Assessment of Student Learning Plan: Academic Programs

Review of 2012-13 Academic Year

University of Southern Maine

The NEASC accreditation commission has mandated an update on our progress on the assessment of student learning across all academic programs. To comply with these national assessment standards, every academic department/program is being asked to document how they assess student learning in their program, and how they are using the results for improvement. The documentation provided will be used for completing the NEASC Progress Report, and as a component of USM's Program Review process.

Please review your assessment process during the past academic year (2012-13), and complete this form the best way you can, then send to the Office of Academic Assessment. The information will be reviewed by USM's Assessment Committee, and placed into the Campus-wide Assessment Report, which will be updated annually for accreditation purposes.

Note: We realize that departments and programs are likely to be at different points in their assessment process. Please document what you have done thus far, including whether or not you had an assessment plan in place during this past year. This assessment process starts an on-going and annual cycle, and if needed, assistance will be available for setting up a plan for the upcoming 2013-14 year.

* Please return form by intercampus mail or email to: Susan King, Office of Academic Assessment, Rm 628 Law Bldg, Portland campus. (Email) susank@usm.maine.edu (Phone) 780-4681

Thanks for your cooperation as we begin this campus-wide assessment process. Complete form below.

A. **College, Department or Program, Date**

    College _____

    Department or Program _____

    Date _____

B. **Department or Program Chair:** _____

    *(person responsible for completing this form)

C. **Degree or other Program:** _____

D. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

    a. *List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year. See Appendix A for definitions and examples.*

    b. *If your department/program does NOT have any student learning outcome statements yet, please check here_____.*

2: How and When will the Learning Outcomes be assessed?

    a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment. See Appendix A for definitions and examples.*

    b. *If your department/program did NOT assess any outcomes in the past year, please check here_____.*

3: How did you use the Assessment results to Improve Student Learning?

    a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results. See Appendix A for definitions and examples.*

    b. *If your department has NOT reviewed any assessment results in the past year, please check here_____.*

Thank you for completing this form. The information provided will be used appropriately to assist departments/programs to develop and implement assessment plans. As required by NEASC, we must fully engage the faculty and staff in all programs to assess student learning and use the results for improvement. Please submit your responses by May 31, 2013. Thanks so much for your cooperation.

Comments:

Appendix A: Definitions and Examples

Assessment: A general term for the various procedures that may be used to obtain information or evidence that confirms the achievement of intended student learning outcomes for the purpose of improving student learning. Colleges and universities assess student learning, not only as a matter of compliance, but as a matter of commitment to improve educational quality. Effective assessment is done in a meaningful, useful, and workable way for evaluating how an academic program is achieving their commitments and to act on the results in ways that advance student learning.

Student Learning Outcome Statements : A clear and measurable statement that indicates what the student is expected to know and be able to do by the end of an academic program or service, based upon the curriculum. A student learning outcome is a more specific statement than a program goal outcome (i.e. overall and broad goals for a program).

Developing a specific outcome statement involves using an appropriate verb that clarifies the expectation for the student. Common verbs for writing outcome statement include: analyze, apply, calculate, classify, compare and contrast, convert, create, critique, demonstrate, develop, describe, evaluate, examine, explain, identify, illustrate, interpret, produce, propose, recognize, review, revise, specify, summarize, translate, verify, etc.

Student Learning Outcomes-Examples:

1. Students will be able to demonstrate the varieties of historical scholarship dealing with societies throughout the world.
2. Students will be able to analyze a novel, short story, poem, or a significant piece of prose showing familiarity with the literary contexts of the particular genre being examined.
3. Students will be able to describe Darwin's theories and how the principles of natural selection can lead to speciation.

Forms of Evidence: (Direct/Indirect Measures of Assessment: An assessment activity or student assignment that will serve the purpose of determining whether or not your students have met the expected student learning outcome(s). *Direct assessment-- measures a student's actual performance. *Indirect assessment-- measures a student's perception of their learning, skills, activities in a program.

*Examples of direct measures: comprehensive exams, performance tests, papers or essays, case studies, collection of student work/portfolios, presentations or exhibits, individual or group projects, research studies, internships/practicum, etc. Direct measures are usually graded by using a rubric, which is a scoring guide to evaluate the quality of the student's responses. Ideally, the rubric should contain a set or ordered categories with descriptions to which student responses can be compared in order to assign a score.

*Examples of indirect measures: surveys or questionnaires, or documentation of focus groups, interviews, or opinions of student perceptions of advising or departmental services.

Assessment Plan: The documentation and details of how and when a program will implement the assessment measures of their student learning outcomes.   See examples below of how one program organized their assessment activities during the academic year.

> *Outcome 1 assessment: All majors completed a problem-solving case study during the fall semester 2012 in the __ course. Case studies were graded on a rubric.
> *Outcome 2 assessment: All majors in the capstone course completed a research project during the spring semester 2013. Research projects were reviewed and graded by a group of faculty.

Using Assessment Results for Program Improvement: After the assessment activity, the program faculty examine the results, and then determine at least one way that the program can make improvements to enhance teaching and learning. If you realized that only 40% of your students met a specific student learning outcome, then make a decision to change something in your program and re-assess that student learning outcome the following year.

Examples of improvements:

1) Improve the assessment plan; for example, revise student learning outcome(s), change the assessment method or measure, change the time-table for assessing the outcome, review the grading rubric, etc.

2) Improve an academic process; such as, frequency of courses offered, personnel related changes, a technology related improvement, revise departmental advising, implement a faculty training session.

3) Improve curriculum; such as, enforce prerequisites, change sequence of courses, review or revise course content, change where the outcomes are being assessed, revise proficiencies or develop new rubrics, etc.

Appendix E

USM Core: Assessment

Assessment through degree program ASLP's

Capstone

Assessment of clusters through degree program ASLP's

Thematic Cluster Course 3

Thematic Cluster Course 2

Annual indirect assessment through relevant NSSE items

Annual direct assessment through common writing prompt and rubric (first use fall 2012) Indirect assessment through course surveys (Pilot use fall 2011)

Ethical Inquiry, Social Responsibility and Citizenship

Five Goals of General Education

1. Informed understandings of interrelationships between human cultures and the natural world;
2. Analytical, contextual, and integrative thinking about complex issues;
3. Effective communication using multiple forms of expression;
4. Critical reflection upon, and informed action in, their roles as participants in multiple communities; and
5. Ethical action to contribute to the social and environmental welfare of local and global communities.

Periodic direct and indirect assessment through Core course blueprints and/or through degree program ASLP's

Interpretation

Creative Expression

Cultural Interpretation

Science Exploration

Quantitative Analysis

Diversity

Periodic indirect assessment of grades, retention, and faculty ratings of student preparation and learning needs

College Writing

Periodic indirect assessment of student performance and retention; Dept of Mathematics and Statistics developing assessment protocol

Quantitative Reasoning

Annual direct assessment through common writing prompt and rubric (first use fall 2012); Indirect assessment at course and program level using NSSE, custom student surveys and course assessment forms

Entry Year Experience

Appendix F

USM Core Assessment Overview

June 2013

Office of Undergraduate Programs and Core Curriculum, University of Southern Maine

The purpose of assessment in USM's Core Curriculum is to sustain and strengthen student learning within and across courses in the curriculum. Assessment is intended to support faculty teaching and student learning in relation to USM's Vision, Goals and Outcomes for general education, and to contribute to our university-wide conversation about the learning that matters.

To this end, we engage in direct and indirect assessment of student learning with respect to the Vision Goals and Outcomes at the course and program level. The source documents which follow provide more detailed information on our current focus on EYE, EISRC and department-based introductory level courses. In addition to these assessment mechanisms, we employ standardized course assessment forms, customized surveys (in EYE and EISRC) and interviews and focus groups to better understand faculty teaching and student learning experiences in our Core. Results of these inquiries are available at the Core website (http://www.usm.maine.edu/core/assessment and the website of the Office of Academic Assessment http://usm.maine.edu/assessment/assessment).

EYE Direct Assessment of Student Learning

Updated EYE writing prompt – January 2013 (revisions based on assessment of fall 2012 student writing samples)

Purpose: To collect information on student learning with respect to EYE outcome 3:

Students will describe, explain and analyze course concepts orally and in writing.

Process: All participating faculty will utilize the same prompt (see below) inserting the course concept of their choice in the blank. The writing prompt will be administered in-class, during the first week and the last week of classes. All prompts will be accompanied by the same instructions (see below).

A group of EYE faculty will review the samples and apply a rubric for review of student performance. Faculty will be compensated for this additional work. The Offices of Academic Assessment and Core Curriculum will produce a summary report based on EYE faculty review of the writing samples.

Beginning of semester prompt:

Explain and give an example of _____ .
                                                          (course concept)

Where does your knowledge of _____ come from?

What are some of the different ways people view _____?

Why is knowledge about _____ important?

End of semester prompt:

Same as above with added request for reflection:

How has your understanding of _____ changed over the course of this semester?

General Instructions to Students:

Write for 10 minutes in response to the following questions. Write in full sentences, not in lists.

General Instructions for Faculty:

Please distribute the attached to your EYE students during the first week and last week of classes. Please collect all responses and return them via campus mail to Susan McWilliams, 100 Payson Smith Hall.

Direct Assessment of Student Learning in EISRC

EISRC Program Review -- Instructions for Faculty

Please distribute the EISRC writing prompt, utilizing the ethical dilemma scenario you selected, to your EISRC students during the first and last week of classes. Please collect all responses and return them via campus mail to Susan McWilliams, 100 Payson Smith Hall.

If you wish to use this as a graded assignment in your course, you may have students write their names on the writing prompt sheet. Please retain copies for your own instructional purposes, and send the originals to me. Student names will be redacted for program review purposes.

You may make the following announcement when you administer the prompt. Feel free to use an alternative announcement if you prefer to do so.

One purpose of USM's Ethical Inquiry, Social Responsibility, and Citizenship requirement is to engage students in the exploration of complex issues involving conflicting goals and values. This assignment is designed to help me get a sense of your current understanding of such issues. Please take care in writing your response to this assignment.

Ethical Inquiry Program Review Writing Prompt

Course: _____

One of the purposes of USM's Ethical Inquiry, Social Responsibility, and Citizenship requirement is to engage students in complex and important concepts and questions about tough choices. This first assignment is designed to help me get a sense of how you think about such issues. Please take care in writing your response to this assignment.

Read the passage below and write for 15 minutes in response to the questions which follow the passage. Write in full sentences, not in lists.

(scenario)

What should happen in this situation and why? What goals, values, traditions, institutional structures and/or ethical frameworks underlie this situation, and how do these shape your view of the situation? What ethical framework would you employ in the resolution of this dilemma? How has your understanding of such issues evolved over the course of the semester?

USM Core Curriculum Committee plan for assessment of department-based Core courses

Overview:
When the Faculty Senate approved the new USM Core in Jan. of 2008 it stipulated that existing old core "letter" courses would satisfy requirements in the second tier of the new core and that departments must seek review and approval of those courses in relation to the outcomes by January 2014 (see Motion to Approve, January 18, 2008). There are approximately 225 courses in the second tier offered by 31 different departments across all 4 colleges.

To date, the CCC has utilized a course proposal review process in which faculty provide a narrative description of how the course or courses will engage students in the requirement outcomes, and examples of assignments and assessments of student learning in relation to the outcomes. This process has worked particularly well to this point for the curriculum's most distinctive requirements, Entry Year Experience (EYE) and Ethical Inquiry, Social Responsibility, and Citizenship (EISRC). However, this proposal process is labor intensive and time consuming for both the proposal author and the CCC.

Given this and the number of courses involved in the second tier, the CCC has prepared templates for the Creative Expression, Cultural Interpretation, Socio-Cultural Analysis and Scientific Exploration courses in the form of course blueprints. Each template will come with an example of a blueprint utilizing an existing course. The CCC requests that departments use the following sequence to approve their blueprints:

PHASE ONE
- ✓ Department review of all tier 2 courses ("tier 2" refers to grandfathered department introductory and other courses)
- ✓ Department discussion and adoption of a blueprint for each of their tier 2 courses.

PHASE TWO
- ✓ Department review of course outcomes in tier 2 courses
- ✓ Department determination of appropriate assessments of student learning in relation to these outcomes for each tier 2 course.

This process is illustrated in the attachments to this memo.

The CCC has determined that using a blueprint approach to the second tier is appropriate for the following reasons:

1. <u>Best practice:</u> The blueprint approach to course modification and review is a standard practice of curriculum revision and review nationally. It is a practice already in place in most of USM's professional programs, and more recently, is being used by USM's English department and Women and Gender Studies program in relation to their Core offerings in Cultural Interpretation and Diversity respectively.

2. <u>Responsive to departments</u>: The blueprint approach will help departments that are at varying points of familiarity with the Core and its outcomes, and varying degrees of sophistication about outcomes more generally to make the transition from an inputs focus to an outcomes focus by aligning their existing course outcomes (whether those are clearly articulated or not) to the Core outcomes.

3. <u>Streamlined and rigorous</u>: The blueprint approach is more streamlined and manageable in terms of department and CCC work load without sacrificing rigorous curricular revision and review. Departments will have the opportunity to align their Core assessment work with their degree program ASLP's (which are themselves linked to annual program review), providing meaningful integration of curricular assessment. This approach will engage the hearts and minds of departments and individual faculty members in outcomes without over-burdening them. It moves departments and programs directly into the cycle of assessment.

SAMPLE Course Outcomes Blueprint for Creative Expression

Course number and title

Credit Hours

Course type [survey, lecture, seminar, lecture-with-lab, studio, practicum or other (specify)]:

Prerequisites:

Course Description:

Learning Outcomes

[Note: all CE courses should engage students in <u>outcome 8 and any 4 of the other outcomes.</u>]

	Phase I	Phase II
Core Learning Outcomes After completing a CE course, students will:	Department Learning Outcomes After completing a CE course, students will:	Student demonstrates learning by
1. recognize that the term "art" is various, contingent and evolving, within any art form.		
2. demonstrate an understanding of how an art form expresses the culture that produced it.		
3. describe a creative process an artist uses to produce unique views and ideas.		
4. analyze and critique a work of art as experienced at a performance, reading or exhibition, orally and in writing.		
5. use, orally and in writing, the vocabulary, theories, and principles of an art form.		
6. know how to find and evaluate information and determine the ethical implications of its use in the creative process.		
7. express themselves by creating or performing a work of art using appropriate processes, media, tools, and techniques.		
8. demonstrate skills of effective		

communication and analysis		
Course Characteristics		
Creative Expression courses will engage students in a studio or practice component appropriate to the art form that allows active student exploration and use of the creative process, in reflection on both the art form and the creative process that produces it, and in attendance at university or local art events or activities. .		

The CCC encourages departments to align their Core assessment work with their on-going participation in degree program assessment through ASLP's and their annual program review process. "Recycling" is encouraged in the form of avoiding duplication of effort and/or reporting. Departments may import information from their ASLP's to the Core blueprint and vice-versa.

Example Course Blueprint: THE 175 Oral Interpretation

Course number and title: THE 175 Oral Interpretation

Credit Hours: 3

Course type [survey, lecture, seminar, lecture-with-lab, studio, practicum or other (specify)]: workshop

Prerequisites: College Writing and EYE (or concurrent)

Course Description

Insightful interpretation of literature and other written materials can provide students with analytic tools useful in almost every setting: on the job, at home or in public, and on the stage. Persuasive oral performance can enhance our communication skills in a world in dire need of clearer, more effective interpersonal and inter-group relations. Developing a taste for listening to well-read literature can provide great lifelong pleasure – whether the source is live, broadcast, were taped. Effective reading and listening skills can also enhance the many educational and networking opportunities available via online and other electronic media.

Learning Outcomes

[Note: all CE courses should engage students in outcome 8 and any 4 of the other outcomes.]

After completing this course, students will:

	Phase I	Phase II
Core Learning Outcomes After completing a CE course, students will:	Department Learning Outcomes After completing THE 175, students will:	Student demonstrates learning by
1. recognize that the term "art" is various, contingent and evolving, within any art form.		
2. demonstrate an understanding of how an art form expresses the culture that produced it.		
3. describe a creative process an artist uses to produce unique views and ideas.		
4. analyze and critique a work of art as experienced at a performance, reading or exhibition, orally and in writing.	critique live public performances and become adept at critiquing and guiding peers in performing text; analyze and perform four prepared readings in different genres; become more astute and informed listeners to oral	Analysis papers and critique papers

	performances	
5. use, orally and in writing, the vocabulary, theories, and principles of an art form.	gather a "toolbox" of analytic methods for understanding and performing poetry, prose, and dramatic texts	Analysis papers
6. know how to find and evaluate information and determine the ethical implications of its use in the creative process.	compile their own new text from at least three different sources writings	Analysis papers on student found texts
7. express themselves by creating or performing a work of art using appropriate processes, media, tools, and techniques.	analyze and performe four prepared readings in different genres; perform an impromptu with "found text"	In-class performances
8. Demonstrate skills of effective communication and analysis	analyze and perform four prepared readings in different genres; critique live public performances and become adept at critiquing and guiding peers in performing text	Analysis papers; performance critiques; weekly log of class activities and reflective journal

Course Characteristics

Creative Expression courses will engage students in a studio or practice component appropriate to the art form that allows active student exploration and use of the creative process, in reflection on both the art form and the creative process that produces it, and in attendance at university or local art events or activities. .	In-class performances and on or off-campus performance attendance and assignments associated with both.

SAMPLE Course Outcomes Blueprint for Cultural Interpretation

Course number and title:

Credit Hours: 3

Course type [survey, lecture, seminar, lecture-with-lab, studio, practicum or other (specify)]:

Prerequisites: EYE and College Writing or concurrent

Course Description

Learning Outcomes

[Note: all CI courses should engage students in outcome 4 and any 2 of the other outcomes.]

	Phase I	Phase II
Core Learning Outcomes After completing a CI course students will:	Department Learning Outcomes After completing a CI course students will:	Student demonstrates learning by
1. understand how people make sense of their lives and their world through the production of cultural representations such as ritual practices, artistic creations, and other products and performances;		
2. analyze and evaluate cultural representations in historical and disciplinary context, with the understanding that standards of evaluation are themselves historically produced and contingent;		
3. identify ethical issues raised by cultural representations, including what they suggest about students in their diverse roles;		
4. demonstrate skills of effective communication and analysis. Course		

Course Characteristics

Cultural Interpretation courses will engage students in the analysis of cultural representations that draw on a variety of textual forms (from art, literature, music, philosophy, religion).	See above.
Cultural Interpretation courses will involve emphasis on oral or written assignments that	See above.

develop critical thinking.	

The CCC encourages departments to align their Core assessment work with their on-going participation in degree program assessment through ASLP's and their annual program review process. "Recycling" is encouraged in the form of avoiding duplication of effort and/or reporting. Departments may import information from their ASLP's to the Core blueprint and vice-versa.

ENG 299 Literature and History

Course Description: This course emphasizes oral and written analysis and interpretation of literary and other cultural texts within and across historical contexts. It provides a broad introduction to the concepts of literary history and periodization as these are understood within the discipline and familiarizes students with the basic terms and methods of literary analysis. By situating literary works within their own historical milieu and then juxtaposing them with works in other eras, the course frames literary and other textual and cultural representations as problems of interpretation or form, asking how meaning changes when the context for reading does or how changes in culture have resulted in different forms, themes, or genres.

Prerequisites: College Writing and EYE   **Class Size:** 25

Rotation: Every semester, multiple sections   **Number of Credit Hours:** 3

General Education: Cultural Interpretation

Learning Outcomes:

Students successfully completing a Literature and History course will

Core Learning Outcomes	Literature and History Learning Outcomes	Student demonstrates learning by
1. understand how people make sense of their lives and their world through the production of cultural representations such as ritual practices, artistic creations, and other products and performances;	Use literature to explore human experiences and analyze them	
2. analyze and evaluate cultural representations in historical and disciplinary context, with the understanding that standards of evaluation are themselves historically produced and contingent;	Analyze and evaluate literary texts in their own historical contexts and their value and meaning in other contexts	
3. identify ethical issues raised by cultural representations, including what they suggest about students in their diverse roles;	Explain how literary meaning and form relate to social and ethical concerns	
4. demonstrate skills of effective communication and analysis.	Use written and oral skills effectively for literary interpretation	

ENG 299 Course Characteristics:

1. The course combines lecture and class discussion.
2. Writing is assigned as both a mode of learning and a vehicle for assessment.
3. Rather than merely include readings from different eras, the course emphasizes historical context and history in order to highlight the origin, development, and change of forms, themes, methods, aesthetics or value. Thus, each course will include literary texts from at least three, clearly distinct historical periods, but will also treat those texts as cultural representations at a specific historical moment. At least one of the historical periods should be prior to 1700.
4. While literature is the focus, the course should relate literary texts to other kinds of writing (e.g., philosophy, theology, criticism, etc.) or to other cultural forms and representations from the period (e.g., from art, music, film, etc.). The goal is to develop the students' understanding of the era, the texts it produces, and its standards for evaluation so that they can distinguish it from other eras and the work and standards they produce. To do this, it may be helpful to trace a trope, theme, form, etc. across several historical contexts.

SAMPLE Course Outcomes Blueprint for Science Exploration

Course number and title:

Credit Hours:

Course type [survey, lecture, seminar, lecture-with-lab, studio, practicum or other (specify)]:

Prerequisites: College Writing and EYE, or concurrent; Quantitative Reasoning, or concurrent

Course Description

Learning Outcomes

	Phase I	Phase II
Core Learning Outcomes After completing an SE course students will:	Department Learning Outcomes After completing an SE course students will:	Student demonstrates learning by
1. articulate the boundaries of science and how science differs from other disciplines both in content and methodology including how scientists create knowledge of natural processes through scientific methods;		
2. identify ethical issues involved in the practice and application of science;		
3. discuss the relevance of science in their lives and how it may affect them in their public and private roles;		
4. understand and be able to use the vocabulary and concepts of the science, building science literacy regarding natural processes in the world;		
5. use quantitative reasoning skills in the solution of science problems;		
6. discuss the strengths and the limitations of the sciences, and recognize that scientists differ in their interpretations of data;		
7. demonstrate skills of effective communication and analysis;		

Course Characteristics

Students will be introduced to science literature	

and some of the means of accessing it.	
A science exploration course will include the equivalent of three credits of lecture and one credit of laboratory. The lab will provide hands-on activities that complement the lecture part of the course.	

The CCC encourages departments to align their Core assessment work with their on-going participation in degree program assessment through ASLP's and their annual program review process. "Recycling" is encouraged in the form of avoiding duplication of effort and/or reporting. Departments may import information from their ASLP's to the Core blueprint and vice-versa.

Course number and title: BIO 107 Biological Principles II: Evolution, Biodiversity, Ecology

Credit Hours: 3

Course type lecture and lab

Prerequisites: EYE, College Writing, Quantitative Reasoning, or concurrent

Course Description

Biological Principles II (BIO 107) is the second course in USM's introductory biology sequence, and the laboratory portion is integrated with the lecture part of the course. Whereas the first semester (BIO 105K) focuses primarily on introductory cellular and molecular biology, the second semester concentrates on introducing the biology of organisms. We will discuss evolutionary concepts and survey members of kingdoms that include prokaryotes, "protists", plants, fungi, and animals, examining diversity and ways these organisms have solved the problems of survival and reproduction. We also will discuss fundamental ecological principles. The course is designed to provide you with a basic framework necessary to pursue upper division courses that specialize on particular topics or organisms; therefore, we do not spend much time on any one subject (i.e., we move quickly and do not delve into much detail).

Learning Outcomes

	Phase I	Phase II
Core Learning Outcomes After completing an SE course students will:	BIO 107 Learning Outcomes After completing BIO 107 students will:	Student demonstrates learning by
1. articulate the boundaries of science and how science differs from other disciplines both in content and methodology including how scientists create knowledge of natural processes through scientific methods;	BIO 107 adopts the Core outcomes as the course outcomes	Completing written report, especially section II: Why is this species endangered?
2. identify ethical issues involved in the practice and application of science;		
3. discuss the relevance of science in their lives and how it may affect them in their public and private roles;		
4. understand and be able to use the vocabulary and concepts of the science, building science literacy		

regarding natural processes in the world;		
5. use quantitative reasoning skills in the solution of science problems;		
6. discuss the strengths and the limitations of the sciences, and recognize that scientists differ in their interpretations of data;		
7. demonstrate skills of effective communication and analysis;		

Course Characteristics

Students will be introduced to science literature and some of the means of accessing it.	See above
A science exploration course will include the equivalent of three credits of lecture and one credit of laboratory. The lab will provide hands-on activities that complement the lecture part of the course.	See above

Assessment of student learning in relation to the outcomes:

Biology will focus its first assessment efforts on outcome 1. They will focus on the written report on species extinction which is assigned in all BIO 107 sections. Specifically, student learning on outcome 1 will be assessed in relation to the following portion of this assignment:

Section II: Why is the species endangered? This section requires you to think about environmental, social and political issues. If we do not know reasons for the species' decline explicitly, hypothesize about those reasons based on what is known about the area (e.g., if the species lives in the Amazon Basin, habitat destruction due to logging or ranching might be a good explanation for its demise). Consider problems occurring where the species lives and speculate on how those problems impact the organisms. You should *analyze* the information you find; don't just regurgitate it back to the reader.

Biology faculty design a rubric to determine the extent to which students demonstrate the ability to distinguish the "environmental, social, and political issues" involved in a particular species' endangered status and to explicitly articulate how these differing perspectives (scientific, social, political) frame the issues involved. Rubrics will be applied to a sample of student work each year to track student achievement of the outcome.

SAMPLE Course Outcomes Blueprint for Socio-Cultural Analysis

Course number and title:

Credit Hours:

Course type [survey, lecture, seminar, lecture-with-lab, studio, practicum or other (specify)]:

Prerequisites: College Writing and EYE, or concurrent;

Course Description

Learning Outcomes

[note: all SCA courses must engage students in <u>outcome 5 and any three of the other outcomes.</u>]

	Phase I	Phase II
Core Learning Outcomes After completing an SCA course students will:	Department Learning Outcomes After completing an SCA course students will:	Student demonstration of learning
1. have knowledge of one or more socio-cultural systems over time or across the world;		
2. employ one or more conceptual frameworks and understand one or more disciplinary methods that shed light on human behaviors in social contexts		
3. describe ethical issues and the effects of behaviors associated with relevant public and private roles students may experience (e.g., community member, family member, consumer, producer).		
4. describe how conflicts in the world develop from differing interpretations of events over time or across cultures.		
5. demonstrate skills of effective communication and analysis.		

The CCC encourages departments to align their Core assessment work with their on-going participation in degree program assessment through ASLP's and their annual program review process. "Recycling" is encouraged in the form of avoiding duplication of effort and/or reporting. Departments may import information from their ASLP's to the Core blueprint and vice-versa.

Example Course Blueprint: SOC 100

[NOTE: This example blueprint is NOT approved or adopted by the USM Sociology Department. It is provided here ONLY for illustrative and discussion purposes.]

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Course number and title: SOC 100 Introduction to Sociology

Prerequisites: EYE and College Writing (or concurrent)

Course type: lecture and discussion

Course description: The fundamental concepts, principles, and methods of sociology; analyzes the influence of social and cultural factors upon human behavior; evaluates effect of group processes, social classes, stratification, and basic institutions on contemporary society. Satisfies Core Socio-cultural Analysis requirement.

Core and Course Outcomes A stated goal of our program is to help students develop what C. Wright Mills called the **sociological imagination**. "The sociological imagination enables us to grasp history and biography and the relations between the two within society" (Mills 1959: 6). To this end, in SOC 100 students will have the opportunity to achieve the following outcomes at an introductory level.

Core Learning Outcomes for Sociocultural Analysis After completing an SCA course students will:	Learning Outcomes for SOC 100 After completing SOC 100 students will:	Student demonstrates learning by:
1. have knowledge of one or more socio-cultural systems over time or across the world;	Identify many of the social structures and processes that define the modern world and shape our everyday lives;	Formal exam
2. employ one or more conceptual frameworks and understand one or more disciplinary methods that shed light on human behaviors in social contexts	apply the basic concepts, theories and methods of sociology;	Formal exam
3. describe ethical issues and the effects of behaviors associated with relevant public and private roles students may experience (e.g., community member, family member, consumer, producer).	describe actions you could take to create a more equitable, democratic and sustainable society;	Informal exercises and Focus questions
4. describe how conflicts in the world develop from differing interpretations of events over time or across cultures.	Apply selected sociological concepts, theories and methods to understand contemporary social issues and your own life;	Formal exams, exercises and Focus questions

| 5. demonstrate skills of effective communication and analysis. | Read and study more critically and effectively and communicate about sociological issues more analytically and persuasively. | Focus questions, exercises and exams |

Course Characteristics	
Socio-cultural Analysis courses will involve emphasis on oral or written assignments that develop critical thinking	See all assignments above