The University of Maine

DigitalCommons@UMaine

Summer 2022

University of Maine System Self Study

University of Maine System

University of Maine System Self Study
2022

Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

Table of Contents

University of Maine System Self Study
2022

Date: 6/15/2022

1. Corporate name of institution: The University of Maine System

2. Date institution was chartered or authorized: May 26, 1968

3. Date institution enrolled first students in degree programs: August 24, 1864 at the former Western State Normal School, now the University of Maine at Farmington

4. Date institution awarded first degrees: May 25, 1866 at the former Western State Normal School, now the University of Maine at Farmington

5. Type of control:

Public	**Private**
X State	■ Independent, not-for-profit
■ City	■ Religious Group (Name of Church)
■ Other (Specify)	■ Proprietary
_____	■ Other: (Specify)
	_____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

The University of Maine System Board of Trustees is authorized to grant associate, bachelor's, master's, and doctoral degrees by acts of the Legislature of the State of Maine: 1865 P&S.L.C.532, and 1967 P&S.L.C.229, as amended 1969 P&S.L.C.238.

7. Level of postsecondary offerings (check all that apply)

    X Less than one year of work

    X At least one but less than two years University of Maine at Machias (UMM)

    ■ Diploma or certificate programs of at least two but less than four years

    X Associate degree granting program of at least two years (UMM)

    X Four- or five-year baccalaureate degree granting program

    X First professional degree

    X Master's and/or work beyond the first professional degree

    X Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

    X A doctor of philosophy or equivalent degree

    ■ Other doctoral programs

    ■ Other (Specify)

8. Type of undergraduate programs (check all that apply)

■ Occupational training at the crafts/clerical level (certificate or diploma)

■ Occupational training at the technical or semi-professional level (degree)

X Two-year programs designed for full transfer to a baccalaureate degree

X Liberal arts and general

X Teacher preparatory

X Professional

X Other: Competency-based education (at the University of Maine at Presque Isle)

9. The calendar system at the institution is:

X Semester   ■ Quarter   ■ Trimester   ■ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate   15 credit hours/minimum of 12 credits

b) Graduate   9 credit hours/minimum of 6 credits

c) Professional   N/A

11. Student population:

a) **Degree-seeking students:** Data as of fall 2021 census (October 15, 2021). Excludes non-degree students. Graduate includes Law students.

	Undergraduate	Graduate	Total
Full-time student headcount	15,508	2,876	18,384
Part-time student headcount	4,587	1,620	6,207
FTE	16,958	2,922	19,880

b) **Number of students in non-credit, short-term courses:** UMS offers hundreds of non-credit webinars, workshops, conferences, consultations, and industry-based credentialing programs across Maine to approximately 70,000 participants annually, the vast majority of whom are served through Cooperative Extension. Definitions of the types of non-credit activity differ, and every university has its own database for tracking non-credit enrollment, ranging from access databases to third-party support. No two are the same; our student information system, MaineStreet, does not capture non-credit enrollment and does not have a field for doing so. As a result, we do not track headcount at the UMS level. We are applying an e-commerce solution for non-credit activity (Course Merchant) on a pilot basis and plan to extend it to better track the range of non-credit activity across all UMS universities.

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
UM - Athletic Training, BS	Commission on Accreditation of Athletic Training Education (CAATE)	2005	2021	N/A
UM - Elementary Education, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Early Childhood, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Secondary Education, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Kinesiology and Physical Education, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Children Development and Family Relations, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Art Education, BS	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	BOE 2021	BOE - fall 2027
UM - Music Education, BS	Maine Board of Education (BOE)	1987	BOE 2021	BOE - fall 2027
UM - Teaching, MST	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Secondary Education, MAT	CAEP (before 2015 NCATE) & Maine Board of Education (BOE)	1987	CAEP 2021 BOE 2021	CAEP - fall 2027, BOE - fall 2027
UM - Bioengineering, BS	Engineering Accreditation Commission (ECA - ABET)	2012	2018	2024
UM - Chemical Engineering, BS	Engineering Accreditation Commission (ECA - ABET)	1950	2018	2024

UM - Civil Engineering, BS	Engineering Accreditation Commission (ECA - ABET)	1936	2018	2024
UM - Electrical Engineering, BS	Engineering Accreditation Commission (ECA - ABET)	1936	2018	2024
UM - Computer Engineering, BS	Engineering Accreditation Commission (ECA - ABET)	1991	2018	2024
UM - Mechanical Engineering, BS	Engineering Accreditation Commission (ECA - ABET)	1936	2018	2024
UM - Engineering Physics, BS	Engineering Accreditation Commission (ECA - ABET)	1949	2018	2024
UM - Construction Engineering Technology, BS	Engineering Technology Accreditation Commission (ETAC - ABET)	1989	2018	July 1, 2026 self study report due
UM - Electrical Engineering Technology, BS	Engineering Technology Accreditation Commission (ETAC - ABET)	1983	2018	July 1, 2026 self study report due
UM - Mechanical Engineering Technology, BS	Engineering Technology Accreditation Commission (ETAC - ABET)	1979	2018	July 1, 2026 self study report due
UM - Survey Engineering Technology, BS	Engineering Technology Accreditation Commission (ETAC - ABET)	2005	2018	July 1, 2026 self study report due
UM - Art Education, BA	National Association of Schools of Art and Design (NASAD)	2013	2020	2029-30
UM - Art History, BA	National Association of Schools of Art and Design (NASAD)	2013	2020	2029-30
UM - Studio Art, BA	National Association of Schools of Art and Design (NASAD)	2013	2020	2029-30
UM - Studio Art, BFA	National Association of Schools of Art and Design (NASAD)	2013	2020	2029-30

UM - Chemistry, BS	American Chemical Society (ACS)	1941	2014	2022
UM - Computer Science, BS	Computing Accreditation Commission of Accreditation Board for Engineering and Technology (CAC-ABET)	1995	2018	2024
UM - Music Education, B.M.	National Association of Schools of Music (NASM)	1969	2015	2024-25
UM - Music Performance, B.M.	National Association of Schools of Music (NASM)	1969	2015	2024-25
UM - Music, BA	National Association of Schools of Music (NASM)	1969	2015	2024-25
UM - Music Education, BA	National Association of Schools of Music (NASM)	1969	2015	2024-25
UM - Music Performance, BA	National Association of Schools of Music (NASM)	1969	2015	2024-25
UM - Psychology (Clinical), PhD	American Psychological Association (APA)	1975	2020	2030
UM - Business Administration (Accounting), BS	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025
UM - Business Administration (Finance), BS	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025
UM - Business Administration (Management), BS	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025
UM - Business Administration (Marketing), BS	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025
UM - Business Administration (Sport Management), BS	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025
UM - Business Administration, MBA	Association to Advance Collegiate Schools of Business (AACSB)	1974	2020	2025

UM - Food Sciences and Human Nutrition, BS	Accredited Council for Education in Nutrition and Dietetics (ACEND)	1920s	2012	2022
UM - Food Sciences and Human Nutrition/ combined with dietetic internship, MS	Accredited Council for Education in Nutrition and Dietetics (ACEND)	1993	2012	2022
UM - Forest Operations, Bioproducts, and Bioenergy, BS	Society of Wood Science and Technology (SWST)	1937	2013	2024
UM - Forestry, MF	Society of American Foresters (SAF)	1989	2013	2023
UM - Forestry, BS	Society of American Foresters (SAF)	1937	2013	2023
UM - Parks, Recreation, and Tourism, BS	Society of American Foresters (SAF)		2013	2023
UM - Nursing, BS	Commission on Collegiate Nursing Education (CCNE), Maine State Board of Nursing	2000	2020	spring 2025 (if compliance report approved, then 2030)
UM - Nursing, MS	Commission on Collegiate Nursing Education (CCNE), Maine State Board of Nursing	2000	2020	spring 2025 (if compliance report approved, then 2030)
UM - Social Work, BA	Council on Social Work Education	1990	2019	2027
UM - Social Work, MA	Council on Social Work Education	1990	2019	2027
UM - Speech Language Pathology, MA	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	1988	2014	fall 2022
UMM - Recreation and Tourism Management, BS	Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)	1990	2014	2020
UMM - Education, Elementary Education, Secondary Education, BS	Maine Department of Education	1909	2014	2019

UMA - Architecture (BArch)	The National Architectural Accrediting Board (NAAB)	Candidacy since 2013	spring 2022	TBD
UMA - Dental Assisting (AS)	Commission on Dental Accreditation (CODA)	1978	September 2014	CODA self-study is planned for fall 2022, with a chance of being postponed to fall 2023
UMA - Dental Hygiene (BS)	Commission on Dental Accreditation (CODA)	1975	September 2014	September 2022
UMA - Information & Library Science (BS)	American Library Association (ALA)	2014	2019	2023
UMA - Medical Laboratory Technology (BS)	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	1975	October 2016	fall 2026
UMA - Mental Health and Human Services (BA)	Council for Standards in Human Service Education (CSHSE)	February 2020	February 2020	October 2025
UMA - Nursing (BS)	Accreditation Commission for Education in Nursing (ACEN)	2014	fall 2021	ACEN is continued in accreditation, with next site visit in fall 2026; Holistic Endorsement is through February 2027
UMA - Education (BS)	MDOE	December 2019	December 2019	fall 2024 self study; exhibit room; site visit
UMA - Veterinary Technology, BS	AVMA	2002	October 2019	fall 2025
UMF - Early Childhood Education, BS	CAEP	1965	spring 2018	fall 2024
UMF - Early Childhood Special Education, BS	CAEP	1965	spring 2018	fall 2024
UMF - Elementary Education, BS	CAEP	1965	spring 2018	fall 2024
UMF - Secondary Education - English, BS	CAEP	1965	spring 2018	fall 2024
UMF - Secondary Education - Mathematics, BS	CAEP	1965	spring 2018	fall 2024
UMF - Secondary Education - Social Studies, BS	CAEP	1965	spring 2018	fall 2024
UMF - Secondary Education Science, BS	CAEP	1965	spring 2018	fall 2024

UMF - Special Education, BS	CAEP	1965	spring 2018	fall 2024
UMF - Master of Science in Education - Early Childhood, MS	CAEP	1965	spring 2018	fall 2024
UMF - Master of Science in Education, MS	CAEP	1965	spring 2018	fall 2024
UMF - Master of Science in Education - Special Education, MS	CAEP	1965	spring 2018	fall 2024
UMF - World Languages K-12, BS	CAEP	1965	spring 2018	fall 2024
UMFK - Applied Forest Management, AS	SAF (Forestry)	2009	2018	2028
UMFK - Nursing, BS	CCNE, SBN (initially NLN)	1990	2013 (CCNE), 2014 (SBN)	2022
UMPI - Physical Therapist Assistant, AS	CAPTE	2013	2018	2029
UMPI - Elementary Education, BS	MDOE	1958 (as BS in Education)	2022	2027
UMPI - Secondary Education, BS	MDOE	1958 (as BS in Education)	2022	2027
UMPI - Social Work, BSW	CSWE	2000	2020	2028
UMPI - Medical Laboratory Technology, AS	NAACLS	1980	2022	2026
USM - Elementary Teacher Education, BS	CAEP (5 yr)	1963	2021-22	2026-27
USM - Secondary Teacher Education, BS	CAEP (5 yr)	1963	2021-22	2026-27
USM - Teacher Education & MSEd Degree	TEAC	1997	2021-22	2026-27
USM - Art, BA	NASAD	1976	2015-16	2025-26
USM - Art Education, BFA	NASAD	1976	2015-16	2025-26
USM - Studio Art, BFA	NASAD	1976	2015-16	2025-26
USM - Jazz Studies, MM	NASM	1980	2012-13	2022-23
USM - Music, BA	NASM	1980	2012-13	2022-23
USM - Music Composition, MM	NASM	1980	2012-13	2022-23
USM - Music Conducting, MM	NASM	1980	2012-13	2022-23

USM - Music Education, BM	NASM	1980	2012-13	2022-23
USM - Music Education, MM	NASM	1980	2012-13	2022-23
USM - Music Pedagogy, MM	NASM	1980	2012-13	2022-23
USM - Music Performance, BM	NASM	1980	2012-13	2022-23
USM - Music Performance, MM	NASM	1980	2012-13	2022-23
USM - Musical Theatre, BM	NASM	1980	2012-13	2022-23
USM - Occupational Therapy, MOT	ACOTE	1996	2018-19	2025-26
USM - Occupational Therapy, DOT	ACOTE	2022	2022	2022-23
USM - Accounting, BS	AACSB	1999	2019-20	2024-25
USM - Business Analytics, BS	AACSB	1999	2019-20	2024-25
USM - Business Management (no longer admitting), BS	AACSB	1999	2019-20	2024-25
USM - Finance, BS	AACSB	1999	2019-20	2024-25
USM - Management (launched 2020-21), BS	AACSB	1999	2019-20	2024-25
USM - Marketing, BS	AACSB	1999	2019-20	2024-25
USM - Sport Management, BS	AACSB	1999	2019-20	2024-25
USM - Counseling (Clinical Mental Health), MS	CACREP (8 yr)	2000	2017-18	2025-26
USM - Counseling (Rehabilitation Counseling), MS	CORE (8 yr)	2017	2013-14	2022-23
USM - Counseling (School Counseling), MS	CACREP (8 yr)	1986	2017-18	2025-26
USM - Public Health, BS	CEPH	2020	2021	2025-26
USM - Public Health, MPH	CEPH	2016	2016	2025-26
USM - Social Work, BSW	CSWE	1980	2012-13	2020-21
USM - Social Work, MSW	CSWE	1980	2012-13	2020-21
USM - Chemistry, BS	ACS	2013	2018-19	2024-25

USM - Athletic Training (BS discontinued, now Masters only)	CAATE	2002	2016-17	2021-22
USM - Athletic Training, MS	CAATE	2022	2016-17	2021-22
USM - Exercise Science, BS	CAAHEP	2009	2019-20	2024
USM - Linguistics (ASL), BA	CCIE (10 yr)	2009	2019-20	2029-30
USM - Nursing, BS	MSBON & CCNE (Varies)	2005	2019-20 (CCNE)	2030
USM - Nursing, MS	MSBON & CCNE (Varies)	2005	2019-20 (CCNE)	2025
USM - Nursing Practice, DNP	CCNE	2005	2019-20 (CCNE)	2023-24
USM - Technology Management, BS	ATMAE (6 yr)	1987	2015-16	2020-21
USM - School Psychology, PsyD	TEAC	2015	2016-17	2021-22
USM - Electrical Engineering, BS	ABET	1990	2015-16	2021-22
USM - Mechanical Engineering, BS	ABET	2013	2015-16	2021-22
USM - School Psychology, PsyD	TEAC	2015	2016-17	2021-22
USM - Electrical Engineering, BS	ABET	1990	2015-16	2021-22
USM - Mechanical Engineering, BS	ABET	2013	2015-16	2021-22

13. Off-campus Locations. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

	Full degree	50%-99%	FTE
Off-campus locations (all in-state)			
University of Maine			
Hutchinson Center, Belfast		X	65
Maine Center for Graduate and Professional Studies, Portland	X	X	5.8
Kennebec Valley Community College			Inactive
University of Maine at Machias (regional branch campus)	X	X	380.5

University of Maine at Augusta			
Bolduc Correctional Facility		X	Active, no enrollment
Univ. of Maine Hutchinson Center		X	Active, no enrollment
Maine State Prison—Warren		X	5
Mountain View Correctional Facility		X	0.4
UMA at Houlton Higher Ed. Center		X	0.2
UMA Bangor Campus	X		119.3
UMA Brunswick Center		X	3.5
UMA East Millinocket Center / Katahdin Region Higher Ed. Center		X	Active, no enrollment
UMA Ellsworth Center / Hancock County Higher Education Center		X	2.6
UMA Lewiston Center		X	4.5
UMA Rockland Center		X	9.3
UMA Rumford Center		X	1.4
UMA Saco Center		X	1.2
Maine Correctional Center		X	14.8
Downeast Correctional Facility		X	Active, no enrollment
University of Maine at Farmington			
Southern Maine Community College	X	X	11.1
RSU 16 Elm Street School, Mechanic Falls		X	Active, no enrollment
Lewiston High School		X	8.3
University of Maine at Presque Isle			Active, no enrollment
Seguinland Institute		X	10.6
UMA Rockland Center		X	3.3
University of Maine at Fort Kent			
University of Maine at Augusta		X	2
University of Maine at Presque Isle		X	39
University of Maine at Presque Isle			
Houlton Higher Education Center	X	X	15
Maine School of Science and Mathematics		X	10

University of Southern Maine			
Portsmouth Naval Shipyard (Maine)		X	1.4

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." **Do not include study abroad locations.**

  Name of program(s)   Location   Headcount

  N/A

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of Program	Degree Level	% on-line	FTE (fall 2021)
UM - BA in Business Administration in Management	Bachelors	Available 100% on-line	331.7
UM - BA in Economics	Bachelors	Available 100% on-line	58.5
UM - BA in Political Science	Bachelors	Available 100% on-line	174.1
UM - Bachelor of University Studies	Bachelors	Available 100% on-line	20.3
UM - Bachelor of University Studies (Liberal Arts and Sciences)	Bachelors	Available 100% on-line	5.5
UM - BS in Survey Engineering Technology	Bachelors	Available 100% on-line	66.0
UM - Ed.S. in Curriculum, Assessment, and Instruction	Masters	Available 100% on-line	12.7
UM - Ed.S. in Educational Leadership	Masters	Available 100% on-line	12.3
UM - Ed.S. in Instructional Technology	Masters	Available 100% on-line	4.7
UM - Ed.S. in Special Education	Masters	Available 100% on-line	3.0
UM - Graduate Certificate in Autism Spectrum Disorders	Cert of Grad Study	Available 100% on-line	5.0
UM - Graduate Certificate in Business Administration	Cert of Grad Study	Available 100% on-line	14.7
UM - Graduate Certificate in Business Analytics	Cert of Grad Study	Available 100% on-line	4.0
UM - Graduate Certificate in Classroom Technology Integrationist	Cert of Grad Study	Available 100% on-line	7.7
UM - Graduate Certificate in Computational Thinking for Educators	Cert of Grad Study	Available 100% on-line	4.3

UM - Graduate Certificate in Computing for Educators	Cert of Grad Study	Available 100% on-line	1.3
UM - Graduate Certificate in Data Science and Engineering	Cert of Grad Study	Available 100% on-line	0.3
UM - Graduate Certificate in Digital Curation	Cert of Grad Study	Available 100% on-line	5.4
UM - Graduate Certificate in Early Childhood Teacher	Cert of Grad Study	Available 100% on-line	0.3
UM - Graduate Certificate in Electrical Engineering Technology	Cert of Grad Study	Available 100% on-line	0.0
UM - Graduate Certificate in Engineering Management	Cert of Grad Study	Available 100% on-line	0.3
UM - Graduate Certificate in Food Technology	Cert of Grad Study	Available 100% on-line	3.3
UM - Graduate Certificate in Geographic Information Systems	Cert of Grad Study	Available 100% on-line	4.3
UM - Graduate Certificate in High Leverage Practices to Promote Inclusion	Cert of Grad Study	Available 100% on-line	4.7
UM - Graduate Certificate in Human Nutrition	Cert of Grad Study	Available 100% on-line	1.0
UM - Graduate Certificate in Information Systems	Cert of Grad Study	Available 100% on-line	8.8
UM - Graduate Certificate in Instructional Design	Cert of Grad Study	Available 100% on-line	6.7
UM - Graduate Certificate in Interdisciplinary Disability Studies	Cert of Grad Study	Available 100% on-line	2.0
UM - Graduate Certificate in Interprofessional Graduate Certificate in Gerontology	Cert of Grad Study	Available 100% on-line	1.3
UM - Graduate Certificate in Library and Media Specialist	Cert of Grad Study	Available 100% on-line	4.0
UM - Graduate Certificate in Nursing Education	Cert of Grad Study	Available 100% on-line	0.3
UM - Graduate Certificate in Positive Behavior Intervention and Support: RTI for Behavior	Cert of Grad Study	Available 100% on-line	5.3
UM - Graduate Certificate in Special Education Leadership: Assistant Special Education Director	Cert of Grad Study	Available 100% on-line	2.3
UM - Graduate Certificate in Surveying Engineering	Cert of Grad Study	Available 100% on-line	3.6
UM - Graduate Certificate in Try on Leadership	Cert of Grad Study	Available 100% on-line	2.3
UM - M.A. in Interdisciplinary Studies: Maine Studies	Masters	Available 100% on-line	4.6
UM - M.A. in Interdisciplinary Studies: Peace and Reconciliation Studies	Masters	Available 100% on-line	10.7
UM - M.Ed. in Curriculum, Assessment, and Instruction	Masters	Available 100% on-line	9.3

UM - M.Ed. in Educational Leadership	Masters	Available 50-99% on-line	19.3
UM - M.Ed. in Instructional Technology	Masters	Available 100% on-line	23.0
UM - M.Ed. in Special Education	Masters	Available 100% on-line	46.7
UM - M.S. in Data Science and Engineering	Masters	Available 100% on-line	9.3
UM - M.S. in Food Science and Human Nutrition	Masters	Available 100% on-line	31.4
UM - M.S. in Information Systems	Masters	Available 100% on-line	33.0
UM - M.S. in Nursing – Individualized Program	Masters	Available 100% on-line	2.6
UM - M.S. in Nursing – Nurse Educator	Masters	Available 50-99% on-line	3.4
UM - M.S. in Spatial Informatics	Masters	Available 100% on-line	8.9
UM - Master of Arts in Teaching (MAT) – Secondary Education	Masters	Available 50-99% on-line	4.0
UM - Master of Business Administration (MBA)	Masters	Available 100% on-line	249.9
UM - Master of Social Work (MSW)	Masters	Available 50-99% on-line	146.1
UM - Professional Science Masters (PSM) in Bioinformatics	Masters	Available 100% on-line	14.7
UM - Professional Science Masters (PSM) in Engineering and Business	Masters	Available 100% on-line	10.7
UM - Undergraduate Certificate in Surveying Engineering Technology	Certificate (Undergraduate)	Available 100% on-line	15.8
UMA - AA - Liberal Studies	Associates	Available 100% on-line	78.3
UMA - AS - Business Administration	Associates	Available 100% on-line	36.7
UMA - AS - Computer Info Systems	Associates	Available 100% on-line	10.3
UMA - AS - Contemporary & Pop Music	Associates	Available 100% on-line	9.7
UMA - AS - Info & Library Science	Associates	Available 100% on-line	13.9
UMA - AS - Justice Studies	Associates	Available 100% on-line	7.9
UMA - AS - Medical Lab Technology	Associates	Available 50-99% on-line	1.6
UMA - AS - Public Administration	Associates	Available 100% on-line	0.6
UMA - AS -Mental Health & Human Serv	Associates	Available 100% on-line	17.9
UMA - Associate of Applied Science	Associates	Available 100% on-line	0.0
UMA - BA - Art	Bachelors	Available 50-99% on-line	17.2
UMA - BA - Biology	Bachelors	Available 50-99% on-line	52.8
UMA - BA - English	Bachelors	Available 50-99% on-line	18.4
UMA - BA - Interdisciplinary Studies	Bachelors	Available 100% on-line	11.1
UMA - BA - Liberal Studies	Bachelors	Available 100% on-line	283.3

UMA - BA - Social Science	Bachelors	Available 100% on-line	35.7
UMA - Bachelor of Applied Science	Bachelors	Available 100% on-line	51.7
UMA - BMUS - Contemp & Popular Music	Bachelors	Available 100% on-line	33.7
UMA - BS - Aviation	Bachelors	Available 50-99% on-line	15.5
UMA - BS - Business Administration - Accounting	Bachelors	Available 100% on-line	51.6
UMA - BS - Business Administration - Management	Bachelors	Available 100% on-line	106.1
UMA - BS - Computer Info Systems	Bachelors	Available 100% on-line	74.9
UMA - BS - Cybersecurity	Bachelors	Available 100% on-line	91.1
UMA - BS - Data Science	Bachelors	Available 100% on-line	8.8
UMA - BS - Dental Hygiene	Bachelors	Available 50-99% on-line	35.7
UMA - BS - Elementary Education	Bachelors	Available 100% on-line	61.7
UMA - BS - Info & Library Science	Bachelors	Available 100% on-line	90.1
UMA - BS - Justice Studies	Bachelors	Available 100% on-line	55.9
UMA - BS - Mental Health & Human Services	Bachelors	Available 100% on-line	211.5
UMA - BS - Nursing (RN to BSN)	Bachelors	Available 100% on-line	13.9
UMA - BS - Public Administration	Bachelors	Available 100% on-line	19.7
UMA - BS - Secondary Education	Bachelors	Available 100% on-line	17.1
UMA - Cert - Child and Youth Care Practitioner	Certificate (Undergraduate)	Available 100% on-line	0.2
UMA - Cert - Cybersecurity	Certificate (Undergraduate)	Available 100% on-line	1.2
UMA - Cert - Early Elem Teacher (PK-3)	Certificate (Undergraduate)	Available 50-99% on-line	0.9
UMA - Cert - Elem Education (K-8)	Certificate (Undergraduate)	Available 50-99% on-line	5.3
UMA - Cert - Early Childhood Teacher (081)	Certificate (Undergraduate)	Available 50-99% on-line	0.4
UMA - Cert - Health Informatics	Certificate (Undergraduate)	Available 100% on-line	0.0
UMA - Cert - Human Services	Certificate (Undergraduate)	Available 100% on-line	0.8
UMA - Cert - Information Systems Security	Certificate (Undergraduate)	Available 100% on-line	0.0
UMA - Cert - Mental Health Rehab T/C	Certificate (Undergraduate)	Available 100% on-line	1.2
UMA - Cert - Secondary Education	Certificate (Undergraduate)	Available 50-99% on-line	3.1
UMA - Cert - Social Media	Certificate (Undergraduate)	Available 100% on-line	0.2
UMA - Cert - Subst Abuse Rehab Tech	Certificate (Undergraduate)	Available 100% on-line	3.6
UMA - Cert - Teaching Assistant I	Certificate (Undergraduate)	Available 100% on-line	0.0
UMA - Cert - Teaching Assistant II	Certificate (Undergraduate)	Available 100% on-line	0.0
UMA - Cert - Unmanned Aerial Systems	Certificate (Undergraduate)	Available 100% on-line	0.2
UMA - Cert - Web Development	Certificate (Undergraduate)	Available 100% on-line	0.4
UMA - CGS - Substance Use Disorders	Cert of Grad Study	Available 100% on-line	7.3

UMA - CGS - Trauma Inf Emergency Mgt	Cert of Grad Study	Available 100% on-line	2.7
UMA - MS - Cybersecurity	Masters	Available 100% on-line	15.7
UMA - Post BS - Business Admin	Bachelors	Available 100% on-line	1.6
UMA - Post BS - Business Admin - Accounting	Bachelors	Available 100% on-line	3.0
UMA - Post BS - Computer Info Sys	Bachelors	Available 100% on-line	4.4
UMA - Post BS - Cybersecurity	Bachelors	Available 100% on-line	6.6
UMA - Post BS - Data Science	Bachelors	Available 100% on-line	0.2
UMA - Post BS - Justice Studies	Bachelors	Available 100% on-line	2.0
UMA - Post BS - Mentl Hlth & Hum Ser	Bachelors	Available 100% on-line	7.0
UMA - Post BS - Public Admin	Bachelors	Available 100% on-line	1.2
UMF - Administration	Cert of Grad Study	Available 50-99% on-line	2.7
UMF - Education Administration	Masters	Available 50-99% on-line	0.7
UMF - English Language Learning	Cert of Grad Study	Available 50-99% on-line	4.3
UMF - Gifted and Talented Education	Cert of Grad Study	Available 50-99% on-line	1.0
UMF - Master of Science in Education	Masters	Available 50-99% on-line	55.7
UMF - Math Intervention Specialist	Cert of Grad Study	Available 50-99% on-line	3.7
UMF - Math Intervention Specialist	Masters	Available 50-99% on-line	0.3
UMF - Math Leadership	Cert of Grad Study	Available 50-99% on-line	5.3
UMF - Math Leadership	Masters	Available 50-99% on-line	0.7
UMF - MS Education Early Childhood	Masters	Available 50-99% on-line	0.3
UMF - MS Education Special Education	Masters	Available 50-99% on-line	2.0
UMF - REHE	Bachelors	Available 50-99% on-line	5.0
UMF - Spec Education Administration	Cert of Grad Study	Available 50-99% on-line	3.3
UMF - Special Education: Elementary	Cert of Grad Study	Available 50-99% on-line	0.3
UMFK - Allied Health (Bachelor of Arts and Sciences)	Bachelors	Available 100% on-line	4.2
UMFK - Business Management Online Degree Completion Program (Bachelor of Science)	Bachelors	Available 100% on-line	13.4
UMFK - Certificate in Geographic Information Systems (GIS)	Certificate (Undergraduate)	Available 100% on-line	0.0

UMFK - Certificate in Healthcare Management	Certificate (Undergraduate)	Available 100% on-line	0.0
UMFK - Certificate in Information Security	Certificate (Undergraduate)	Available 100% on-line	0.0
UMFK - Criminal Justice (Associate of Arts)	Associates	Available 100% on-line	3.7
UMFK - Cybersecurity (Bachelor of Science)	Bachelors	Available 100% on-line	8.4
UMFK - General Studies (Associate of Arts)	Associates	Available 100% on-line	4.3
UMFK - Information Security (Associate of Science)	Associates	Available 100% on-line	0.2
UMFK - Mental Health Rehabilitation Technician Certificate (MHRT)	Certificate (Undergraduate)	Available 100% on-line	0.0
UMFK - Online RN to BSN (Bachelor of Science in Nursing)	Bachelors	Available 100% on-line	13.3
UMFK - Self-Designed (Bachelor of Arts and Sciences)	Bachelors	Available 100% on-line	0.0
UMM - B.A. in Psychology and Community Studies	Bachelors	Available 100% on-line	49.2
UMM - B.S. in Environmental Geographic Information Science	Bachelors	Available 100% on-line	4.3
UMPI - Accounting	Bachelors	Available 100% on-line	55.6
UMPI - Bachelor of Arts in Business Administration	Bachelors	Available 100% on-line	186.9
UMPI - Bachelor of Liberal Studies	Bachelors	Available 100% on-line	59.5
UMPI - Criminal Justice	Bachelors	Available 100% on-line	31.4
UMPI - English (Professional Communications & Journalism concentration)	Bachelors	Available 100% on-line	11.5
UMPI - History & Political Science	Bachelors	Available 100% on-line	36.4
USM - Adult and Higher Education (MS)	Masters	Available 100% on-line	20.6
USM - Adult Learning (Certificate of Advanced Study)	Cert of Adv Study	Available 100% on-line	1.0
USM - Applied Behavior Analysis (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	7.0
USM - Applied Technical Leadership (BS)	Bachelors	Available 100% on-line	2.7
USM - Business Analytics (BS)	Bachelors	Available 100% on-line	34.8
USM - Communication (BA)	Bachelors	Available 100% on-line	78.6
USM - Counseling — Rehabilitation Concentration (MS)	Masters	Available 50-99% on-line	2.0
USM - Creative Leadership and Global Strategy (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	0.0
USM - Creative Writing (MFA)	Masters	Available 50-99% on-line	48.0
USM - Cybersecurity (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	0.7
USM - Cybersecurity (MS)	Masters	Available 100% on-line	8.3

USM - Educational Leadership (Certificate of Advanced Study)	Cert of Adv Study	Available 100% on-line	5.0
USM - Educational Leadership (MS Ed)	Masters	Available 100% on-line	37.7
USM - Educational Psychology — Applied Behavior Analysis Concentration (MS)	Masters	Available 100% on-line	124.8
USM - English as a Second Language (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	2.1
USM - Gerontology	Certificate (Undergraduate)	Available 100% on-line	0.2
USM - Gifted and Talented Education (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	1.7
USM - Healthcare Quality and Patient Safety (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	0.3
USM - Leadership	Certificate (Undergraduate)	Available 100% on-line	0.0
USM - Leadership (Certificate of Graduate Study)	Cert of Grad Study	Available 50-99% on-line	0.3
USM - Leadership (PhD)	Doctorate	Available 50-99% on-line	14.8
USM - Leadership and Organizational Studies (BS)	Bachelors	Available 100% on-line	31.4
USM - Leadership Studies (MA)	Masters	Available 100% on-line	27.7
USM - Liberal Studies-Humanities (BA)	Bachelors	Available 100% on-line	34.2
USM - Literacy (Certificate of Graduate Study)	Cert of Grad Study	Available 50-99% on-line	1.3
USM - Literacy Education (MSEd)	Masters	Available 100% on-line	8.7
USM - Mental Health Rehabilitation Technician/Community (MHRT/C) (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	1.0
USM - Nursing — Nursing Administration and Leadership (MS)	Masters	Available 100% on-line	30.3
USM - Nursing — Nursing Education (MS)	Masters	Available 100% on-line	34.0
USM - Occupational Therapy: Post-Professional Occupational Therapy Doctorate (OTD)	Doctorate	Available 100% on-line	4.7
USM - Organization Development (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	1.0
USM - Policy Analysis (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	3.0
USM - Professional Leadership Education (Certificate of Graduate Study)	Cert of Grad Study	Available 50-99% on-line	0.0
USM - Public & Nonprofit Management (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	2.0
USM - Public Health (Certificate of Graduate Study)	Cert of Grad Study	Available 100% on-line	0.3
USM - Social and Behavioral Sciences (BA)	Bachelors	Available 100% on-line	173.2

USM - Social Work (MSW)	Masters	Available 50-99% on-line	86.8
USM - Special Education — Effective Instruction and Assessment for Students with Suspected and Identified Disabilities (MS)	Masters	Available 100% on-line	40.3
USM - Special Education — In-Service (certified educators) (MS)	Masters	Available 100% on-line	4.0
USM - Special Education — Integrated General Education and Special Education Initial Teacher Certification (MS)	Masters	Available 100% on-line	12.0
USM - Special Education — Pre-Service (Teaching Students with Mild to Moderate Disabilities) (MS)	Masters	Available 100% on-line	8.3
USM - Teacher Leadership (MSEd)	Masters	Available 100% on-line	22.7
USM - Teaching English to Speakers of Other Languages (TESOL) (MSEd)	Masters	Available 100% on-line	64.0

16. Instruction offered through contractual relationships: Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
N/A				

17. List by name and title the chief administrative officers of the institution. See table on p. XXIV-XXV.

18. Supply a table of organization for the institution. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;

b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;

c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area. See tables on pp. XXVI-XXXIII of self study.

19. Record briefly the central elements in the history of the institution: The University of Maine System (UMS) was established by the Maine legislature in 1968. It comprises seven named universities— the University of Maine; the University of Maine at Augusta; the University of Maine at Farmington; the University of Maine at Fort Kent; the University of Maine at Presque Isle; the University of Southern Maine; and the University of Maine

at Machias, a regional campus of the University of Maine— and the University of Maine School of Law. UMS also includes a University of Maine at Augusta campus in Bangor and the Maine Graduate and Professional Center in Portland.

The common purpose of the universities, Law School, and numerous instructional and research centers forming UMS is to deliver quality higher education while fulfilling our tripartite mission of teaching, research, and public service.

Unifying a set of universities that were previously individually accredited, NECHE granted accreditation to UMS in July 2020, making it the first statewide higher education enterprise in the country to be accredited as a system.

A comprehensive public institution, UMS serves more than 30,000 students annually and is supported by the efforts of more than 2,000 full-time and part-time faculty and more than 3,000 full-time and part-time staff. UMS reaches over 500,000 people each year through its educational and cultural offerings.

Information about the history and governance structures of UMS, its universities, its Law School, and the University of Maine System Board of Trustees can be found in Standards One and Three.

Function of Office	Name	Exact Title	Year of Appointment
Board chair	Patricia Riley	Chair, Board of Trustees	2022
Chancellor	Dannel Malloy	Chancellor	2019
University president	Joan Ferrini-Mundy	President, University of Maine / University of Maine at Machias	2018
Interim president	Joseph Szakas	Interim President, University of Maine at Augusta	2021
University president	Edward Serna	President, University of Maine at Farmington	2019
University president and provost	Deborah Hedeen	President and Provost, University of Maine at Fort Kent	2020
University president and provost	Raymond Rice	President and Provost, University of Maine at Presque Isle	2017
University president	Glenn Cummings	President, University of Southern Maine	2015
Law dean	Leigh Saufley	Dean, University of Maine School of Law	2020
UMS academic affairs	Robert Placido	Vice Chancellor for Academic Affairs	2020
UMS finance and administration	Ryan Low	Vice Chancellor for Finance and Administration and Treasurer	2017
UMS innovation and research	Joan Ferrini-Mundy	Vice Chancellor for Innovation and Research	2021
UMS strategic initiatives	James Thelen	Vice Chancellor for Strategic Initiatives and Chief Legal Officer	2021
UMS academic affairs	Carolyn Dorsey	Associate Vice Chancellor for Academic Affairs	2020
UMS accreditation, strategic initiatives	Jeffrey St. John	Associate Vice Chancellor for Accreditation and Strategic Initiatives	2021
UMS student success, credential attainment	Rosa Redonnett	Associate Vice Chancellor for Student Success and Credential Attainment	2019
UMS human resources	Loretta Shields	Chief Human Resources Officer	2021
UMS information technologies	David Demers	Chief Information Officer	2017

UMS general services	Rudy Gabrielson	Interim Chief General Services Officer	2022
UMS government and community relations	Samantha Warren	Director of Government and Community Relations	2016
UMS organizational effectiveness	Kim-Marie Jenkins	Director of Organizational Effectiveness	2019
UMS controller	Tracy Elliott	Vice President for Finance and Controller, University of Maine System	2016
University provost	Eric Brown	Provost and Vice President for Academic Affairs, University of Maine at Farmington	2019
University provost	Joseph Szakas	Vice President of Academic Affairs and Provost, University of Maine at Augusta	2011
University provost	Jeannine Uzzi	Provost and Executive Vice President for Academic and Student Affairs, University of Southern Maine	2016
University provost	John Volin	Executive Vice President for Academic Affairs and Provost, University of Maine	2020
Chief financial officer	Ryan Low		
Chief student affairs officer	Robert Placido, university leaders		
Planning	UMS and university leaders		
Athletics	University athletic directors, other university leaders		
Development	University foundation leaders		
Library	University librarians		
Chief information officer	David Demers		
Continuing education	University leaders		
Grants and research	Joan Ferrini-Mundy, university research and grants leaders		
Recruitment	University Admissions leaders		
Registrar	University registrars		
Financial aid	University financial aid directors, UMS staff		
Alumni association	University alumni association leaders		

Organizational Charts

University of Maine System

University of Maine System Organizational Chart

Board of Trustees, University of Maine System

Dannel Malloy
Chancellor

Rowena Clukey
Executive Director of the Chancellor's Office

Vacant **Admin. Specialist**
Chancellor's Office

Vacant **Admin. Specialist**
Strategic Initiatives

James B. Thelen
Vice Chancellor for Strategic Initiatives & Chief Legal Officer

Ellen Doughty
Clerk of the Board

Heather Massey
Assistant Clerk of the Board

Loretta Shields
Chief Human Resources Officer

Corina Larsen
Internal Communications Manager

Jeffrey St. John
Assoc. Vice Chancellor for Accreditation & Strategic Initiatives

Kim Jenkins
Organizational Effectiveness Director

Pat Peard
Interim General Counsel

Vacant
Sr. Executive Director of Marketing and Communications

Joan Ferrini-Mundy
Vice Chancellor for Research & Innovation President UM/UMM

Leigh Saufley
Dean, University of Maine School of Law

Robert Placido
Vice Chancellor, Academic Affairs

Jamie Ballinger
Academic Affairs Planning & Communications Director

Christina Pelletier
Special Assistant to the Academic Affairs Office

Institutional Research

Terry Sutton
CEO, Maine Center Ventures

Carolyn Dorsey
Assoc. Vice Chancellor for Academic Affairs

Rosa Redonnett
Assoc. Vice Chancellor for Student Success & Credential Attainment

Presidents
UM/UMM
UMA
UMF
UMFK
UMPI
USM

David Demers
Chief Information Officer

Sharon Buchanan
Finance Communications Specialist

Ryan Low
Vice Chancellor, Finance, Administration & Treasurer

Angela Michaud
Special Assistant to the Treasurer's Office

Tracy Elliott
VP, Finance & Controller

Miriam White
VP, Budget & Financial Analysis

Rudy Gabrielson
Interim Facilities and General Services Officer

Samantha Warren
Gov. Community Relations Director

Updated 4.25.22

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

XXVI

University of Maine

Maine Leadership and its regional campus, the University of Maine at Machias

Updated 5.18.22

THE UNIVERSITY OF MAINE — 1865

UMS Board of Trustees

UMS Chancellor

Joan Ferrini-Mundy — President

Kayla Flewelling — Executive Assistant to the President

UMaine & UMM Board of Visitors

Chris Lindstrom — VP Human Resources

John Volin — Executive Vice President for Academic Affairs & Provost

John Diamond — President / Executive Director, Alumni Association

Ryan Low — Vice Chancellor for Finance and Administration

Joanne Yestramski — Vice President Finance and Administration and Chief Business Officer

Bill Elsemore — Bursar

Stewart Harvey — Executive Director of Facilities and Capital Management Services
- Maintenance & Operations
- Infrastructure, Energy & Utilities
- Business Services & Work Mgmt
- Planning, Design & Construction

Dick Young — Exec. Director of Auxiliary Enterprises
- Housing Services
- Black Bear Dining
- University Bookstore
- Printing & Mailing Services
- Student Services
- Parking & Transportation Services
- Security Services

Alicia Wyman — Exec. Director of Budget & Business Services

Jeffery Mills — President/CEO University of Maine Foundation

4-H Foundation

Pulp & Paper Foundation

Daniel Qualls — University of Maine, Machias, Vice President of Academic Affairs/Head of Campus
- Lateef O'Connor — Admissions
- Director of Student Life
  - Student Engagement
  - Dining Services
  - Recreation Center
- Asst Dir of Marketing and Communications
- Marianne Thibodeau — Librarian
- Christy Alley — Early College
- Director of Facilities
- Barbie Holmes — Asst. Bursar

Heather Ball — Asst. Vice President for Academic Affairs
- Distance Education
- Career Services
- Accessibility Services
- Study Center Coord. & Adult Learner Advisor
- Student Success

Lois-Ann Kuntz — Chair, Arts and Letters Division

Karen Beeftink — Chair, Professional Studies Division

Tora Johnson — Chair, Environmental & Biological Sciences Division

Key
- Direct Report
- Indirect Report
- Partnership
- UMaine
- UM System
- Other

Chris Richards — Vice President for Enrollment Management
- Undergraduate Admissions UM & UMM
- Recruitment
- Student Financial Aid
- Intensive English Institute

Jake Ward, IV — Vice President for Innovation and Economic Development

Renee Kelly — Asst. Vice President for Innovation and Economic Development
- Department of Industrial Cooperation
- Foster Innovation Center & Economic Development Programs
- Technology Commercialization
- Center for Cooperative Aquaculture Research
- UpStart Center for Entrepreneurship

Brian Olsen — Assoc. Provost for Student Success & Strategic Initiatives
- International Programs
- Office of Sustainability
- Navigate

Jessica Miller — Assoc. Provost for Academic Affairs & Faculty Development
- Office of Student Records
- Divinity Leadership Institute
- Academic Support Services for Student Athletes
- Office of Major Scholarships

Monique LaRocque — Associate Provost for Division of Lifelong Learning
- Early College
- College Success Programs
- Bureau of Labor Education
- Center for Innovation in Teaching & Learning
- UMaine Online
- Hutchinson Center

Debra Allen — Asst. Provost for Institutional Research and Assessment

Cooperative Extension
Fogler Library
Cohen Institute for Leadership & Public Service
Honors College
The Maine Business School
Innovation Engineering
Graduate School of Business

College of Education & Human Development
College of Engineering
College of Liberal Arts & Sciences
College of Natural Sciences, Forestry, & Agriculture
Maine Agricultural & Forest Experiment Station

Kody Varahramyan — Vice President for Research & Dean of Graduate School

Scott Delcourt — Assoc. Vice President for Graduate Studies & Sr. Assoc. Dean
- Graduate School
- GSBSE

Ali Abedi — Assoc. Vice President for Research

Sandra De Urioste Stone — Asst. Vice President for Research
- Office of Research Compliance
- Office of Research Administration
- Office of Research Development
- Ctr for Undergraduate Research
- Experiential Programs Innovation Ctr.

Portland Gateway
ARCSIM
Maine Sea Grant
EPSCoR Program
Maine CORE

Research Centers & Institutes
- Advanced Structures & Composites Center
- Advanced Manufacturing Center
- Aquaculture Research Institute
- Center for Community Inclusion and Disability Studies
- Center for Research on Sustainable Forests
- Climate Change Institute
- Forest Bioproducts Research Institute
- Innovative Media Research and Commercialization Center
- Frontier Institute for Research in Senior Technologies
- Maine Center for Research in STEM Education
- Margaret Chase Smith Policy Center
- Senator George J. Mitchell Center for Sustainability Solutions
- Institute of Medicine
- Maine Center for Genetics in the Environment

Research Initiatives
- UMaine AI
- UMaine Arctic
- UMaine Arts
- UMaine FOREST
- UMaine MARINE

Robert Dana — Vice President for Student Life & Inclusive Excellence, and Dean of Students

Andrea Gifford — Assoc. Dean & Dir. of Administration & Div. of Student Life
- Commuter & Non-Traditional Student Services
- Veterans Education & Transition Services
- First Year & Transfer Center
- Bodwell Center for Service & Volunteerism

Office for Diversity & Inclusion
- Multicultural Student Center
- Rainbow Resource Center
- Intersectional Feminist Resource Center

UMaine at Machias Student Life

Police Dept.

Kenda Scheele — Assoc. Vice President & Senior Assoc. Dean
- Campus Recreation
- Residence Life
- Title IX - Student Services/Deputy Title IX Coordinator
- Community Standards, Rights & Responsibilities
- Student Accessibility Services

Lauri Sidelko — Asst. Dean & Director for Community
- Student Wellness Resource Center & Alcohol, Tobacco & Drugs Services
- Center for Student Involvement

Career Center
Health & Legal Professions
Counseling Center

Meredith Whitfield — Chief of Staff
Emily Baer — Director of Presidential Communications
Ken Ralph — Director, Dept. of Athletics
Vacant — Sr. Executive Director for Marketing & Communications
Jason Charland — Senior Advisor to the President and Dir. of Research Development
Kimberly Dodge — Director, Children's Center
George Kinghorn — Executive Director, Zillman Art Museum
Gretchen Faulkner — Director, Hudson Museum
Danny Williams — Executive Director, Collins Center for the Arts

UMaine/UMM
Integrated Organizational Chart

Approved July 28, 2021 by the Regional Campus Task Force
Recommended August 30, 2021 to President Ferrini-Mundy
Revised December 7, 2021
Approved by BOT ASA March 7, 2022

THE UNIVERSITY OF **MAINE** | THE UNIVERSITY OF MAINE AT **MACHIAS**

President

- UMM Board of Visitors
- UMM Alumni Association
- VP Student Affairs
  - UMM Student Life [including student accessibility]
- VP Administration/Finance
  - UMM Facilities
- Sr. Dir. Public Relations
  - UMM Marketing Coordinator
- Exec. VP for Academic Affairs & Provost
  - UMM Dean and Campus Director
    - UMM Division Chairs [or equivalent]
    - UMM Assoc. Dean for Academics
      - Academic Student Support Services
  - Assoc. Provost Div. Lifelong Learning
    - Assoc. Dean DLL
      - UMM Distance (Online, Early College)
  - Dean of Libraries
    - UMM Library Director
  - Assoc. Provost
    - Registrar
      - UMM Asst. Registrar
  - VP Enrollment Management
    - UMM Admissions

University of Maine at Augusta

UMS Board of Trustees
Chancellor
President
UMA Board of Visitors

Executive Assistant to the President and Coordinator of Special Projects

VP of Enrollment Management and Marketing
- Director of Enrollment Marketing
- Director of Military and Veterans' Svc.
- New Ventures Maine – Executive Director
- Dir of Enrollment & Info. Svc.
- Assoc. VP for Admission
- Dir. Of Fin. Aid

Executive Director of Planning and Communication
- Director of Web & Digital Design
- Manager of Digital Communications

Executive Director of Advancement and Strategic Projects

Vice President of Academic Affairs and Provost
- Assoc. Provost, Dean of Aca. Svc. & the College of Prof. Studies
- Dean of the Bangor Campus
- Dean of the College of Arts and Sciences
- Regional Director of Centers - Coastal
- Regional Director of Centers - Inland
- Exec. Dir. Of Academic Svc.

Director of Human Resources
- Registrar
- Dir. of Institutional Research & Assessment
- Director of Advising
- Dean of Students & Title III Coord.
  - Dir. Of Stu. Life & Athletics
  - Dir. Or Stu. Support & Dev. Bangor
  - Dir. Or Stu. Support & Dev. Augusta
  - Residence Manager
  - Dir. Of TRIO Scholars Program

UMA Campus IT Officer, Executive Director, IT Operations
- Director of Classroom Technology
- Senior Campus IT Operations Manager

Chief Business Officer
- Director of Facilities Management
- Executive Director of Finance & Administration
- Director of Campus Safety & Security

President's Leadership 1.10.22

UNIVERSITY OF MAINE AT AUGUSTA

University of Maine at Farmington (UMF) Organizational Chart

University of Maine at Farmington

University of Maine System (UMS) Board of Trustees

UMS Chancellor Dannel Malloy

President Edward Serna†

UMF Board of Visitors†

Institutional Reporting Director†

Special Assistant†

UMS Chief Human Resources Officer

Human Resources (University Services)*

UMS Chief Financial Officer

UMS Chief General Services Officer

Procurement*

UMS Chief Information Officer

Information Technology (IT) (University/Support Services)*

UMF Campus IT Officer Niki Woodhouse*

UMF Campus IT Services*

Chief Business Officer Laurie Gardner*
- Administrative Systems*
- Finance and Budget*
- Instructional Support Operations†
- Facilities Management
- Food Service–Finance†
- Conferences and Events†

Provost and Vice President for Academic Affairs Eric Brown†
- Library†
- Merrill Center†
- Instructional Support Content/ Teaching and Learning Center†
- Emery Community Arts Center†
- Learning Assistance Center†
- Registrar†
- College of Education, Health and Rehab (Dean; 3 Division Chairs)†
- Arts & Sciences (Dean; 6 Division Chairs)†
- Advancement†
- Advising†
- Graduate Education†

Vice President for Student Affairs and Enrollment Management Christine Wilson†
- Health Services†
- Residential Life†
- Partnership for Civic Advancement†
- Athletics/Fitness & Recreation Center†
- Student Life†
- Center for Student Development†
- Campus Police†
- Financial Aid†
- Admissions†
- Marketing & Communication†

Key:

Purple* = University of Maine System (UMS08)

Green† = University of Maine at Farmington (UMS02)

——— Solid line = formal; direct line of reporting

- - - - - Dashed line = informal; indirect line of reporting

Last Update: MAY 2022

XXX

University of Maine at Fort Kent

UNIVERSITY OF MAINE FORT KENT UNIVERSITE DU MAINE

CHANCELLOR (S)
Dannel Malloy

PRESIDENT (S)
Deborah Hedeen

Executive Assistant (S)
Lisa Roy

UMFK BOARD of VISITORS

UMFK FOUNDATION

CHIEF BUSINESS OFFICER (S)
Pamela Ashby

VICE CHANCELLOR FOR FINANCE & ADMINISTRATION & TREASURER
Ryan Low

Financial Analyst (S)
Megan Desjardin

DIRECTOR of FINANCIAL AID (S)
Vacant

Associate Director of Financial Aid (S)
Lisa Michaud

Financial Aid Counselor (S)
Leland Roy

Financial Aid Specialist CL2 (H)
Lena Corriveau

Accounting Support Specialist (H)
Trisha Connor

Administrative Specialist CL2 (H)
Chelby Lynn Bennett

Assistant Bursar (S)
Amanda Pelletier

Retail Services Supervisor (H)
Lucy Beaulieu

DIRECTOR of FACILITIES (S)
Jason Guerrette

Administrative Specialist CL3 (H)
Jenny Madore

Mechanical Trades Manager (H)
Robert Weyeneth

Mechanical Specialist (H)
Paul Guimond

Facilities Maintenance Supervisor (H)
Jeffrey Plourde

Facilities Maintenance Workers (11) (H)
Robert Daigle
Eric Bouchard
Theresa Roode
Wayne Levesque
Rodney Dionne
Wilda Kelly
Eric Berube
David Perreault
Russell Merrieam
Elden Devoe
Robert Stevens

Structural Specialist CL3 Carpenter (H)
Melvin Belanger

Structure Specialist CL2 Painter (H)
Jerry LeClair

DIRECTOR of ATHLETIC (S)
Carly Flowers

Assistant Director of Athletics Men's Basketball Coach (S)
Tom Bird

Sports Center Manager & Women's Soccer Coach (S)
Alex Smith

Compliance Officer & Track & Field Coach (S)
Matthew Dyer

Sports Information Director & Women's Basketball Coach (S)
Ziggy Brown

Women Volleyball Coach & Administrative Specialist (S)
Tara Kelley

Men's Soccer Coach
Oniquely Samuels

Athletic Trainer (S)
David McDermott

DEAN OF STUDENTS (S)
Matthew Morrin

Associate Student Affairs Officers (S)
Deputy Title IX Coordinator
Vicki Daigle.

Director of Student Life and Engagement (S)
Heather Mazorow

Director of Residential Life and Leadership (S)
Theresa Biggs

Administrative Specialist CL3 (H)
Lois Canzoni

DEVELOPMENT OFFICER(S)
Shannon Lugdon

ALUMNI ASSOCIATION

MARKETING, COMMUNICATIONS DIRECTOR (S)
Kerri Watson-Blaisdell

Public & Alumni Relations Administrative Specialist CL2 (H)
Susan Tardie

Customer Relations Management (CRM) and Communications Manager (S)
50% UMPI
50% UMFK
Lillie Lovado

DEAN OF ENROLLMENT
Vacant

Early College Coordinator (S)
Vacant

Assistant Director (S)
Bruce Nadeau

International Recruiter (S)
Brandon Lee Dayton

Admission Counselor (S)
Vacant (3/1/22)

Administrative Specialist CL2(H)
Jill Caron

CHRO (S)
Loretta Shields

DIRECTOR OF HUMAN RESOURCES (S)
Debra Pelletier

Human Resources Project Assistant CL3 (H)
Janna Gregory

--------- In direct Reporting
———— Direct Reporting

(S)- Salary
(H)- Hourly

Shared Positions

UMS Employees

May 2022

University of Maine at Presque Isle Organizational Chart

PRESIDENT

UMS Services HR Business Partner

Executive Director of University Advancement & External Affairs
- Advancement
- Alumni Relations & Annual Giving
- Community & Media Relations

BOV
FOUNDATION
ALUMNI

Executive Director of Enrollment Management

Admissions

CRM & Communications Manager

Chief Business Officer (CBO)
- Facilities Management
- Finance
- HHEC - Finance & Facilities
- Dining Services
- Conferences & Special Programs
- Gentle Hall
- Communications Services & Campus Store
- Safety/Security

- Dir Student Financial Services
  > Financial Aid
  > Bursar
  > Business Systems

UMS Services (no direct local reports)
Payroll
Procurement

UMS Services IT Services

Athletics Director

Dean of Students
- Associate Director of Residential Life
- Coordinator of Campus Engagement & International Student Services
- TRiO Student Support Services
- Tutoring
- Counseling Services
- Health Services
- TRiO College Access Services/Upward Bound & Talent Search
- Disability Services

Provost/Vice President of Academic and Student Affairs

- Executive Director of CBE Programs
- Director of Early College
- Director of Planning & Assessment
- Registrar

Dean, College of Professional Programs and Education
- Asst. Chair of Education
- Coor of ATH
- Coor of BUS
- Coor of CRJ
- Coor of PTA
- Coor of SWK
- Advising
- Career Readiness
- Employer U
- Tk20 Administrator
- HHEC (Academics)

IR

Dean, College of Arts and Sciences
- Asst Chair Humanities
- Coor of HTY
- Coor of Math/Science
- Coor of PSY
- Coor of General Education
- HHEC (academics)
- Instructional Design
- Director of CIL
  > Library Services
  > Reed Gallery
  > Reference Circulation
  » Special Collections

Legend:
- Direct Reporting Line
- Indirect Reporting Line
- Direct Communication Line
- Shared with UMFK

University of Maine at
PRESQUE ISLE
North of Ordinary

Cabinet: President, Provost, CBO, Deans, University Advancement & External Affairs, Enrollment Management, Student Financial Services, HR Business Partner

Provost Council: Deans, Registrar, Planning & Assessment, Student Support Services, Advising, CIL, HHEC, General Education, Early College, Instructional Design, Career Readiness, CBE

Revised: July 17, 2018

University of Southern Maine

Glenn Cummings — President

Dr. Idella Glenn — VP, Equity, Inclusion and Community Impact

Marina Chakmakchi — Global Talent Navigator

Libby Bischof — Executive Director of Osher Map Library

Paula Stanton — Interim Director of Public Affairs

Jeanne Paquette — VP of Corporate & Workforce Engagement, Lewiston/Auburn Campus Administrator
- **Andrew Osheroff** — Director of Career and Employment Hub
- **Eleanor Udeh** — Director of Professional Development Programs
- **Sherry Gleason** — Associate Director Conferences
- **Donna Anderson** — Director of OLLI

Nancy Griffin — Interim VP Enrollment Management and Marketing
- **Daniel Barton** — Promise Scholarship Program Coordinator
- **Rachel Morales** — Director of Admissions
- **Jon Barker** — Director of Department of Analysis and Application
- **Alyssa West** — Director of TRIO Pre-College Programs
- **Tracy St. Pierre** — Director of Marketing & Brand Management
- **Jami Jandreau** — Director of Financial Aid
- **Randy Inosencio** — Jobs of ME Graduates, College and Career Transition Specialist
- **Teresa Plummer** — Director of TRIO

Alec Porteous — Chief Operating Officer and Chief Business Officer
- **John Souther** — Executive Director of Facilities Management
- **Marty Berry** — Director of Student Financial Information Systems
- **Ian Swanberg** — Associate VP for Finance
- **Keva Wright Berry** — Senior Finance Business Partner
- **Justin Swift** — Senior Finance Business Partner
- **Michael Hudson** — Assoc. Vice President Operations

Jeannine Uzzi — Executive Vice President for Academic and Student Affairs and Provost
- **Jeremy Qualls** — Dean – College of Science, Technology and Health
- **Joanne Williams** — Dean – College of Management and Human Service
- **David Nutty** — Director of University Libraries and University Librarian
- **Paul Dexter** — Director of Academic Retention Initiatives
- **Ross Hickey** — Assistant Provost for Research Integrity
- **Adam Tuchinsky** — Dean – College of Arts, Humanities and Social Sciences
- **Arline Palmer** — Director of Academic Administration

Dominic Barraclough — Vice Provost Academic Affairs
- **Karin Pires** — Registrar and Director Registration & Scheduling Services
- **Elizabeth Higgins** — Director of Academic Advising
- **Paul Cochrane** — CTEL & Office of Online & Digital Learning
- **Andrew King** — Director of Graduate Studies
- **Hermeet Kohli** — Director of Women and Gender Studies
- **Meghan Cadwallader** — Educational Partnerships
- **Susan McWilliams** — Assistant Provost for Academic Affairs
- **Rebecca Nisetich** — Director of Honors Program

Academic Affairs

For a detailed view of the Academic Affairs team, please refer to the Academic and Student Affairs Organizational Chart, linked here.

Tim Farwell — Interim Dir. of Public Safety and Police Chief

Kris Sahonchik — Director of the USM Research and Cutler Institute

Damian Medina — Vice Provost Student Affairs
- **Sarah Holmes** — Asst Provost Student Affairs & Deputy Title IX Coordinator
- **Christina Lowery** — Director of Housing & Residential Life
- **John O'Connor** — Director of Orientation & Transitional Programs
- **Rodney Mondor** — Dean of Students
- **David Lewis** — Director of Student Engagement and Leadership
- **Albert Bean** — Director of Athletics
- **TBD** — Director of International Student Affairs

Student Affairs

For a detailed view of the Student Affairs team, please refer to the Academic and Student Affairs Organizational Chart, linked here.

Natalie Jones — Vice President Human Resources
- **M.A. Watson** — Associate Vice President
- **Meghan Schratz** — HR Partner
- **Chris Williams** — HR Partner
- **Lisa Eddy** — HR Project Specialist
- **Lynette Wheeler** — HR Partner
- **Michelle Nadeau** — Associate HR Partner

Ainsley Wallace — President and CEO USM Foundation
- **Corey Hascall** — VP, Exec. Director of Alumni & Public Engagement
- **Vicki LaQuerre** — Executive Director of Finance & Advancement Operations
- **Erin Macey** — Executive Director of Development

Version 04.08.2022

Dean
Leigh Saufley

Special Assistant to the Dean
Nancy Mackin

Vice Dean/Provost
Dmitry Bam

Director of Academic Success
Greg Bordelon

Director of the Law Library
Christine Dulac

Library Staff

Academics Affairs Coordinator
Emily Wheeler

FACULTY

Adjuncts, Visitors, and Others

Accreditation and Assessment Director
Sherry Niang

Chief Operating & Business Officer
Nicole Vinal

Director of Advancement
Jennifer Crane

Advancement Coordinator
Rob Porreca

Director of Law School Technology
Michelene Decrow

Technology Coordinator
Kerry Wyler

Academic Program Coordinator for Faculty
Deborah Lorenzen

Director of Communications and Website
Emma Ambrose

Accounting Coordinator
Roxanne DesJardins

Financial Analyst
Jennifer Hebert

Dean's Staff/Senior Management Group

Cumberland Legal Aid Clinic
Deirdre Smith, Director

Juvenile Justice Clinic

General Practice Clinic

Refugee and Human Rights Clinic

Prisoner Assistance Clinic

Dean of Student Affairs/ Director of Admissions
Caroline Wilshusen

Director of Career Services
Ann Parrent

Administrative Coordinator for Career Services
Kelly Francis

Admissions Coordinator
Bailey Sheets

Dean of Students
Scheherazade Mason

Student Services Coordinator
Travis Clough

Registrar
Rachel Tracy

MAINE
LAW
UNIVERSITY OF MAINE SCHOOL OF LAW

Detailed Actions, Items of Special Attention, or Concerns

Date of NECHE letter	Issue	Action	Standard	Self study page number
October 26, 2021	[P]rovide an update on the contractual arrangement between [the University of Maine at Farmington] and [the] Seguinland Institute with particular emphasis on UMF's success in: a. achieving the financial and enrollment goals set for the program; b. strengthening its agreement with Seguinland Institute with attention to ensuring that academic resources and student services are sufficient and appropriate to support the program; [and] c. evaluating the effectiveness of the program with attention to assessing student learning outcomes and using the results to make improvements[.]	UMF surpassed its fiscal and enrollment targets for the 2021-22 academic year; fully aligned its Seguinland admissions processes, review of faculty, curricular development, and assessment of student learning outcomes; and used the Seguinland location to deliver high-impact first-year fall seminars.	Six	125

May 25, 2021	[Provide an update on the] University of Maine at Augusta's success in achieving its goals for graduation rates[.]	UMA's one-year baccalaureate retention rate climbed from 59% for the fall 2017 cohort to 65% for the fall 2020 cohort. Following first-time, full-time 150% graduation rates of 18%, 19%, 13%, and 16% for its four most recent cohorts, UMA has set a goal of 18% for its next cohort.	Six	126
November 6, 2020	[Provide an update on] the implementation of the [Master of Arts in Organization Leadership competency-based education] program offered at the [University of Maine at] Presque Isle. . . with attention to: a. evaluating the effectiveness of its governance structures on the Presque Isle campus; b. assessing student learning outcomes in the MAOL CBE program and using the results to make improvements; c. ensuring that student services are sufficient to support the program with emphasis on career services[.]	UMPI hired a Dean of Competency-Based Education and Degree Completion in September 2021 with direct responsibility in all three areas (a, b, and c). The Dean has partnered with UMPI's senior leadership and MAOL faculty to review program governance structures and areas of need, and will present an MAOL assessment plan to UMPI's curriculum and assessment group in fall 2022 in preparation for assessing learning outcomes and using the results to improve the program.	Five	94-95

July 17, 2020	[Provide an update on] further developing the system of reviewing academic programs, including an evaluation of the effectiveness of the methodology to ensure a System-wide perspective as well as qualitative judgments of the programs at the individual institutions[.]	Under the leadership of the Vice Chancellor for Academic Affairs and the university provosts, UMS is forming a three-pronged system for academic program review entailing an Annual Academic Program Report (AAPR), a revision and application of a five-year Academic Practice Letter (APL) governing program review practices, and external evaluations at the program level. A newly established System-wide assessment group will evaluate the AAPR and confirm the efficacy and methodology of its data.	Eight	235-36
July 17, 2020	[Provide an update on] strengthening the funding model for research and increasing research funding and doctoral-level education at the University of Maine [UM][.]	UM has developed a new F&A distribution model, increased research funding, increased doctoral enrollment (and overall graduate enrollment), established a Faculty Affiliates program to foster System-wide growth of research activity and capacity, contributed to statewide economic and research planning, expanded its support for business and technology acceleration and incubation, and in early 2022 achieved Carnegie R1 status.	Six	130-133

July 17, 2020	[Provide an update on] further developing the internal governance of the System, including the University of Maine System Faculty Governance Council[.]	The Council has reached positive outcomes in several areas of self-governance, including decisions about length of terms of service, optimal size of the Council, appropriate representation from stakeholder groups, and the development of its leadership structure. The Council has reviewed plans and proposals and shared feedback on four System-wide initiatives to date, including selection and implementation of a new learning management system, and development of new course (coding) component data standards. The Council continues to pursue the adoption of its charter.	Three	27-29

| July 17, 2020 | [F]or each of the Commission's standards, [address] the issues identified in the [June 2020] substantive change report to help ensure that the System and its universities are better situated to address important issues and gain value from the move to single accreditation; [and,] that the University of Maine System further be reminded that it may, in the Fall 2022 self-study, request general approval to offer CBE programs within the scope of its mission and that, until general approval is given by the Commission, any new competency-based education program proposed by the System to be offered at any of its universities [is] considered a substantive change. | 1) The alignment of university strategic plans with System-level strategic direction. 2) Expanding access to courses and programs of all types to students at universities where desired curricula are not presently offered. 3) The completion of a UMS libraries strategic plan. 4) The development of a System-wide assessment and institutional effectiveness committee with representation from all UMS universities. | Four specific issues identified in the 2020 report are addressed in the Institutional Overview and Standards Six, Seven, and Eight, respectively. Other issues in the 2020 report are addressed variously throughout the self study. Our request for general approval to offer CBE programs can be found in the Institutional Overview. | Specific June 2020 report issues: 1) XLV 2) 133 3) 170 4) 238

Request for general CBE approval: XLVIII |
| We share three further updates per productive conversations and email exchanges with NECHE staff. | An update on the ongoing development of the Maine College of Engineering, Computing and Information Science (MCECIS). | An initiative stemming from the Harold Alfond Foundation's $240 million gift to UMS, MCECIS will serve as a statewide resource for engineering, computing, and information science education and research. A Steering Committee and six working committees (on undergraduate engineering; graduate programs and research; undergraduate computing; fundraising and outreach; transitions to MCECIS from K-12, community college, and as adult learners; and organizational structure) will deliver final reports in May 2022. | Institutional Overview | XLV |

XL	An update on the Maine Business School (MBS).	MBS and its Graduate School of Business (GSB) have added a new major in Sport Management in the BSBA program and received approvals for two new concentrations in the MBA. MBS and GSB have secured funding from the University of Maine needed to support two faculty lines, the GSB Dean's position, and other resources for fiscal year 2023. Enrollment in the BSBA and MBA programs remains strong, and the MBS and GSB leadership have invested in marketing to develop a combined value proposition for the two programs.	Three	29
	An update on the University of Maine at Farmington's ongoing conversion from a four-credit to three-credit instructional model.	UMF completed major stages of this work in January 2022 and April 2022. Most UMF programs have submitted catalogue-ready program and course descriptions reflecting the three-credit instructional model. Upon completing the conversion, UMF expects to achieve greater curricular alignment with the rest of UMS, increased opportunities for shared programming and instruction, markedly reduced barriers for transfer activity, and other benefits for students, faculty, and enrollment.	Six	129-30

The University of Maine System's (UMS) June 2020 substantive change application requesting unified accreditation for UMS, its seven universities, and the University of Maine School of Law (Law School) followed a multi-year exploration of that operating model in close communication with the Commission.

> [UMS] began serious discussions with the Commission in 2015 about the possibility of one institutional accreditation for all [UMS] universities to better fulfill its statewide mission and coordinate its academic program offerings in a resource-constrained environment. A primary issue addressed in all discussions since that time is whether [UMS] can meet its chartered mission to coordinate its academic program across and among all UMS universities with its universities separately accredited, requiring each to maintain control over its own academic program and be sufficiently resourced to meet all accreditation standards on its own (UMS substantive change request, p. 2).

Independent assessments of unified accreditation's viability by NECHE and UMS; then-recent strategic direction set by the UMS Board of Trustees; and encouraging feedback from the U.S. Department of Education about UMS's ability to offer federal financial aid as a System confirmed and catalyzed our desire to pursue a unified-accredited structure.

Upon granting accreditation to UMS in July 2020, the Commission directed us to prepare for an interim evaluation visit in May 2021 and a comprehensive evaluation in fall 2022. Following the May 2021 visit, the two evaluators filed a report describing UMS as having made "significant progress in many areas, particularly those that are foundational to building a unified accreditation model" (p. 2). In its November 29, 2021 letter to Chancellor Malloy, the Commission noted that

> While viewpoints about the necessity or value of unified accreditation vary, the [evaluation] team confirmed that there is a consensus that access to high-quality educational programs, transferability, and student success, including student completion, are central to the success of the mission of [UMS], and the development of underlying process[es] and systems across the campuses is a significant step forward in improving and leveraging [UMS's] value (p. 3).

An initial discussion about the self study process and timeline was held in October 2020. Nine draft writing teams—with faculty, staff, and administrators from the seven universities and the Law School— began work in February 2021 and submitted their drafts in May 2021. An editorial group combined and expanded the drafts into the first full narrative, which was shared with the UMS community for review and feedback in September 2021. In January 2022, UMS shared a draft with NECHE Vice President Carol Anderson, who provided invaluable direction.

A second public draft was posted for UMS community review and feedback in February 2022, and a third in May 2022.

Data teams comprising institutional research and assessment staff (UMS and university-based) and faculty representatives began forging common definitions and populating the Data First and E Series forms in summer 2021. The two data sets were shared in April 2022 with faculty senate/assembly presidents, provosts, university accreditation officers, financial aid directors, and registrars for their review and feedback.

Construction of the self study's digital workroom began in December 2021 as a collaboration among university and Law School accreditation officers, university IR staff, and UMS staff. The workroom was largely in place as of May 2022.

A Self Study Steering Committee, the outgrowth of a unified accreditation project management team, was formed in late fall 2021 to guide the work to completion. The committee includes UMS senior staff, a university vice provost, a faculty member, and a graduate student. In addition to advising on editorial choices and sharing input about preparations for the fall visit, Steering Committee members read the final draft and shared recommendations about final content.

UMS published its Notice of Public Comment inviting input on the comprehensive evaluation in the following Maine newspapers in April 2022: the Portland Press Herald, the Bangor Daily News, the Kennebec Journal, the Lewiston Sun Journal, the Machias Valley News Observer, the Calais Advertiser, and the Aroostook County Star-Herald. The notice was also posted on the UMS, university, and Law School websites.

In late May 2022, evaluation team chair Ross Gittell, President of Bryant University, made a preliminary visit to Maine to discuss fall planning and logistics with UMS senior staff and meet with Chancellor Malloy and the UMS Presidents Council.

UMS finalized the self study in mid-June 2022 in advance of an October 2-5, 2022 visit by the evaluation team.

Two notes:

1. The University of Maine School of Law is an American Bar Association (ABA)-accredited law school within the University of Maine System. Its academic programs adhere to ABA standards. For this reason, it was determined in discussions with NECHE in January 2021, and reaffirmed in writing in December 2021, that UMS would include Law School examples in the narrative, and links to Law School documentation in the digital workroom, but would not supply Data First forms or E Series forms for the Law School.

2. In select areas of the University of Southern Maine's (USM) Data First forms, some Law School data is included. We note this in the relevant USM forms (7.2-7.5a). The blended data reflects both the Law School's former administrative housing under USM and the latter's ongoing support of some Law School business processes.

Institutional Overview

The University of Maine System (UMS) was established by the Maine legislature in 1968. It comprises seven named universities: the University of Maine (UM); the University of Maine at Augusta (UMA); the University of Maine at Farmington (UMF); the University of Maine at Fort Kent (UMFK); the University of Maine at Presque Isle (UMPI); the University of Southern Maine (USM); and the University of Maine at Machias (UMM), a regional campus of the University of Maine; and, the University of Maine School of Law. Information about the history and organizational structure of UMS, its universities, its Law School, and the University of Maine System Board of Trustees (Board) can be found in Standards One and Three.

Unified accreditation, the comprehensive evaluation process, and UMS strategic planning

The last full-scale UMS strategic plan was completed in 2004. Chancellor Malloy and Board leaders began discussing a new planning process in 2020. With the advent of unified accreditation and the development of the NECHE self study, those discussions focused on identifying the best timing for strategic planning in relation to the comprehensive evaluation and resultant action by the Commission. UMS and the Board have jointly sought to ensure that strategic planning harmonizes with the self study, with the evaluation visit, and with requests for improvement shared by the Commission at the conclusion of the evaluation process in spring 2023.

The Board formally charged Chancellor Malloy with launching the strategic planning process in July 2021. The work is being led by the Chancellor and Vice Chancellor Thelen in close coordination with the UMS Presidents Council; a Strategic Planning Working Group comprising UMS staff and university representatives, including faculty; the Board's Ad Hoc Strategic Planning Committee; and our strategic planning consultant, Huron. In September 2020, UMS launched a strategic planning website featuring regular updates, historical documentation, and a timeline detailing the stages of the process from inception in July 2021 through its expected completion in fall 2023 with a public presentation and the Board's adoption of the final plan.

Consistent with an issue raised in our June 2020 substantive change request, each university and Law School strategic plan will align with the pillars of the UMS strategic plan while allowing for a range of initiatives and goals specific to their respective plans and missions.

The UMS TRANSFORMS initiative
In October 2020, the Maine-based Harold Alfond Foundation announced a $240 million commitment to UMS, the largest ever made to a public institution of higher learning in New England. The gift's 12-year implementation entails $170 million in matching funds to be secured by UMS, for a total investment of $410 million in Maine's public universities.

The gift will advance UMS, its universities, and the Law School in four areas. Known internally as UMS TRANSFORMS, the implementation process is overseen by an Executive Leadership Group, and is managed by a Program Director and by project leads in each area.

(i) Growth and expansion of the Maine Graduate and Professional Center

The Maine Graduate and Professional Center brings together programs in law, business, public policy, engineering, computing, and information science, with active synergies among those programs, their faculty, and their students. A $55 million Alfond gift with a $50 million match focuses on career preparation and leadership development in these fields. The funds will support scholarships and integrated program development. Upon completion of renovations to the University of Maine School of Law's (Law School) new home in downtown Portland in fall 2022, the Maine Graduate and Professional Center will be co-located in that space.

(ii) Creation of the multi-university Maine College of Engineering, Computing and Information Science (MCECIS)

MCECIS will be a statewide, integrated solution providing the technical workforce and innovations critical to moving Maine's economy forward, supported by $75 million from the Alfond Foundation gift.

Discussions about MCECIS began in December 2020 with the formation of a Steering Committee with representatives from the University of Maine (UM), University of Southern Maine (USM), and University of Maine at Augusta (UMA). With assistance from the UMS Office of Organizational Effectiveness, the Steering Committee held two System-wide visioning workshops in spring 2021 attended by approximately 110 faculty, staff, and administrators. The Committee also held a related DEI workshop and 14 listening sessions with internal and external stakeholders.

The Steering Committee oversaw the formation of six working committees and a DEI committee. The committees address Undergraduate Engineering; Undergraduate Computing; Graduate Programs and Research; Fundraising and Outreach; Transitions to MCECIS from K-12, Community College, and as Adult Learners; and Organizational Structure. In total, these groups have over 100 members from across UMS, including numerous faculty. Their final reports are due in May 2022.

An MOU for the affiliation of the USM Department of Engineering with MCECIS was negotiated by the UMS Vice Chancellor for Strategic Initiatives and the Presidents of UM and USM. The search for the inaugural dean of MCECIS was launched by the UM Provost in spring 2022 with the goal of filling the position in summer 2022. In a parallel effort, the team of Perkins-Eastman/SMRT has conducted a capital projects master plan for UM facilities for consideration of potential future MCECIS infrastructure needs.

(iii) A set of new student retention and success initiatives

The core student success and retention initiatives of UMS TRANSFORMS are Research Learning Experiences, Gateways to Success, and Pathways to Careers. The latter two focus respectively on high-demand gateway courses typically taken in a student's first year, and on preparing students for career success through internships and related pre-professional training.

The Research Learning Experiences (RLE) program introduces students to applied research opportunities in a range of courses and fields. RLE was piloted in fall 2021 with 250 UM and UMM students across 31 course sections. A System-wide RLE workshop co-hosted by UM and UMF was attended by more than 100 faculty from all seven universities. For 2022-23, 50 RLE course sections have been approved, and pilots are planned at all seven universities.

RLE is designed to provide students with early and wide participation in their educational paths while increasing retention and student success, particularly in the first two years. The RLE pilot is being assessed, and the results will be used to improve the program and its courses in the next phase of the initiative.

(iv) A substantial investment in University of Maine Athletics program and facilities

The Alfond gift includes a $90 million investment in facilities at UM with a $20 million UM match. The gift will help UM Athletics advance its goals in access, gender equity, community involvement, and competitive excellence, and will strengthen its capacity to assist other UMS universities' athletic teams.

The first three Athletics capital projects— renovation or replacement of the Women's Field Hockey, Softball, and Soccer fields— were in the construction document phase as of April 2022.

Diversity, equity, and inclusion across the University of Maine System

In June 2020, Chancellor Malloy issued an Imperative For Change to reinvigorate the collective commitment to diversity, equity, and inclusion (DEI) across UMS. Board and UMS leaders have endorsed a DEI culture renovation and advancement framework focused on demonstrating that DEI is fundamental to:

1. Human capital workforce practices: talent acquisition, care and support, advancement, and diversity contributions;
2. Education, research, and service: enrollment, care and support, academic relevance, and faculty and student affairs leadership; and
3. Culture: prioritizing DEI, maximizing its environmental integration, and strengthening DEI awareness and outcomes.

Efforts in those three areas are led by a UMS DEI Steering Committee in coordination and collaboration with university-based DEI councils and the UMS TRANSFORMS DEI Action Team. As noted in the Chancellor's April 5, 2021 message and in the DEI Steering Committee's charter:

> The UMS DEI Steering Committee will be a multidisciplinary team of [u]niversity and [UMS] leaders charged with mapping [our] path to inclusive excellence, opportunity, and justice. The Committee will provide a structure for cultural renovation that rises to the imperative and is accountable for real progress. It will help ensure that resources and best practices are both shared and leveraged for the greatest possible impact at each university and across UMS as a whole.

The Steering Committee has met regularly since September 2021 and has formed subcommittees in these areas:

1. DEI climate survey: the Higher Education Data Sharing Consortium (HEDS) DEI survey was conducted in March 2022. Survey results received by UMS in May 2022 will be used to assess our starting point and identify opportunities for concrete improvements.
2. Communications: design and development of a UMS DEI website and communication strategy to promote System- and campus-based DEI priorities and programming.
3. Data and Analysis: collecting available UMS DEI data, determining gaps and needs, developing a dashboard for tracking and improvement, and managing key metrics using the Objects and Key Results (OKR) goal management framework.

Through joint membership, the UMS DEI Steering Committee and UMS TRANSFORMS DEI Action Team mutually support continued progress. For example, an April 2021 UMS TRANSFORMS DEI listening session served as a large-scale, qualitative focus group for gathering data about our current state and suggestions for embedding DEI in the fabric of the four UMS TRANSFORMS initiatives during the design phase.

Work is underway— and will expand— in DEI training and education. For example, a summer 2021 intensive "DEI in Admissions" training program was conducted for all UMS Admissions staff plus select Marketing, Financial Aid, and Athletics staff. The three-part training involved mapping the entire recruitment and admission process and providing customer experience training through a DEI lens. In addition, university-level DEI work is ongoing at UMA, UM, USM, and elsewhere.

UMS student success initiatives
In addition to active student success programs and initiatives at all of the universities and the Law School, two System-wide student success initiatives are ongoing. The RePaving MaineStreet project is a multi-year upgrade and reconfiguration of the UMS student information system, known internally as MaineStreet. The "repaving" will remove digital walls that currently separate each university's data from every other's and permit the flow of student and course information among them. An initial set of improvements to student use of MaineStreet on mobile devices was completed in fall 2021. Working with an external consultant, UMS IT began mapping the RePaving workflow and timeline in spring 2022.

The Unified Catalog initiative seeks to improve access and opportunity for students and faculty by removing non-technical barriers to student success in and around MaineStreet academic activity: in effect, complementing improvements to be achieved through the RePaving MaineStreet work. A Unified Catalog project team was formed in May 2021 with faculty representation from the Law School and the universities. In collaboration with university faculty senates and assemblies, the Unified Catalog work is focused initially on policy and practice alignments to improve course scheduling, credit transfer, and related functions for students, faculty, registrars, and others. This initiative is described in further detail in Standard Three.

Request for general approval to deliver competency-based education (CBE) programming at the University of Maine at Presque Isle
In its July 17, 2020 and November 29, 2021 letters to Chancellor Malloy, the Commission invited UMS to seek general approval to offer undergraduate and graduate competency-based education (CBE) programs at the University of Maine at Presque Isle (UMPI) consistent with the university's scope of mission.

As demonstrated by prior substantive change requests addressing the delivery of individual CBE programs, UMPI provides appropriate support services for CBE students and has ensured that full-time, tenure-track faculty oversee curriculum design, assessment processes, and the general instruction of competency modules. CBE curricular and assessment practices are aligned with those of in-person and online UMPI course modalities, and all programs delivered in the CBE modality undergo regular curricular and programmatic revisions and assessments leading to the continuous improvement of student learning.

UMPI's fidelity to high-quality CBE programming was confirmed by the most recent evaluation report on three of those programs following a May 2021 visit by a two-member NECHE team:

> The development and expansion of the competency-based programs in the YourPace model is exemplary and [is] on par with other CBE programs across the country. UMPI is to be commended for its ability to identify emerging needs, develop solutions, and pivot adroitly when current designs, services, and resources need to be changed (p. 7).

This assessment is congruent with prior evaluations of UMPI CBE programs.

For the reasons outlined above, and with our appreciation for the Commission's invitation to request general approval for CBE programming at UMPI, we formally do so here. We believe UMPI's CBE programming has a very bright future, and that it will continue to enrich and serve the students and faculty engaged with it.

Key findings

The combination of self study preparation and UMS strategic planning has required thoughtful consideration at all levels of the institution about our priorities. While the strategic planning process will serve to identify the values and goals that shape our future for the next five years, existing priorities— in addition to those named above and elsewhere in the self study— can be readily identified and include the following:

We are committed to using unified accreditation as a tool for maximizing collaboration and coordination in an environment of limited resources, and to achieve educational and operational efficiencies as we do so.

Capitalizing on the University of Maine's (UM) 2022 attainment of Carnegie R1 status, we will broaden and deepen the scope and impact of our research enterprise for our state, the region, and beyond. (See Standard Six for a detailed update on the research funding model, growth in research, and graduate education at UM.)

We will continue to invest in our physical infrastructure. In 2021, the Board approved plans for additional and improved housing at several UMS universities, including construction of a 580-bed residence hall bringing USM student housing to downtown Portland, and approval to accept developer proposals for apartment-style housing at UMPI and UMF. In addition, the Board has invested over $13 million in the lease and renovation of a multi-use building near the Portland waterfront as the new home of the Law School, the Maine Center for Graduate and Professional Studies, and other UMS functions.

Next steps

UMS stands at a propitious moment in its history. Even as we work to complete the self study and prepare for the October 2022 evaluation visit, UMS and university leaders are directing the first full-scale UMS strategic planning process since 2004. The landscape-altering 2020 Harold Alfond Foundation gift— UMS TRANSFORMS— has crystallized efforts to advance critical areas of our tripartite mission. Concerted work to weave diversity, equity, and inclusivity into the fabric of our policies and practices is ongoing at all levels. And through the leadership of Chancellor Malloy, Vice Chancellor for Research and Innovation/University of Maine President Ferrini-Mundy, and many others, we have made major advances in research funding and doctoral education at the University of Maine, and in engaged research learning System-wide.

To be sure, we face challenges. Maine is the poorest and most rural of the New England states. Our region has been and will continue to be severely pressured by student demographics. And as of this writing, we continue to respond to COVID-19. Notwithstanding, we are encouraged by our progress in using unified accreditation as a tool for aligning and allocating limited resources in new and collaborative ways. We are pursuing every avenue for extending the educational opportunities we offer our students and deepening our imprint on our state, its workforce, and its economy. And we are excited about the future of the University of Maine System.

The draft writing teams

Standard One: Mission and Purpose	
Karen Beeftink (co-chair)	University of Maine at Presque Isle
Barbara Blackstone (co-chair)	University of Maine at Machias
Libby Bischof	University of Southern Maine
Jennifer Mascaro Davis	University of Maine at Augusta
Donna Karno	University of Maine at Farmington
Lisa Lavoie	University of Maine at Presque Isle
Michael Scott	University of Maine
Meredith Swallow	University of Maine at Farmington
Ellen Taylor	University of Maine at Augusta
Standard Two: Planning and Evaluation	
Debra Allen (co-chair)	University of Maine
Jonathan Henry (co-chair)	University of Maine at Augusta
Marilynn Epp	University of Maine at Fort Kent
Lorne Gibson	University of Maine at Presque Isle
Nathan Grant	University of Maine at Farmington
Kim Lane	University of Maine at Presque Isle
Susan McWilliams	University of Southern Maine
Buster Neel	University of Maine at Augusta
William Otto	University of Maine at Machias
Scott Voisine	University of Maine at Fort Kent
Standard Three: Organization and Governance	
Lydia Savage (chair)	University of Southern Maine
Chris Bates	University of Maine at Augusta
Christopher Gerbi	University of Maine
Gillian Jordan	University of Maine at Augusta
Jerry LaSala	University of Southern Maine
Deborah Meehan	University of Maine at Augusta
Jamie Moreira	University of Maine at Machias
Debra Pelletier	University of Maine at Fort Kent
Deborah Roark	University of Maine at Presque Isle
Blake Whitaker	University of Southern Maine
Joe Zubrick	University of Maine at Fort Kent
Standard Four: The Academic Program	
Raymond Rice (co-chair)	University of Maine at Presque Isle
Joseph Szakas (co-chair)	University of Maine at Augusta
Heather Ball	University of Maine at Machias
Mark Brewer	University of Maine

Erin Connor	University of Maine at Farmington
Tina Daigle	University of Maine at Augusta
Matt Dube	University of Maine at Augusta
Greg Fahy	University of Maine at Augusta
Shaleen Jain	University of Maine
Alexander Myhre	University of Maine at Fort Kent
Jeremy Qualls	University of Southern Maine
Erin Soucy	University of Maine at Fort Kent
Jeffrey Thaler	University of Maine School of Law
Katherine Yardley	University of Maine at Farmington
Standard Five: Students	
Orlina Boteva (co-chair)	University of Maine
Sheri Fraser (co-chair)	University of Maine at Augusta
Nicole Achey	University of Maine at Farmington
Susan Baker	University of Maine at Augusta
Andra Bowen	University of Maine
Vicki Daigle	University of Maine at Fort Kent
Brandy Finck	University of Maine at Augusta
Lisa Hibl	University of Southern Maine
Marnie Kaler	University of Maine at Machias
Jacquelyn Lowman	University of Maine at Presque Isle
Matthew Morrin	University of Maine at Fort Kent
Sherry Niang	University of Maine School of Law
Clarissa Thompson	University of Maine at Farmington
Christine Wilson	University of Maine at Farmington
Standard Six: Teaching, Learning and Scholarship	
Brenda McAleer (co-chair)	University of Maine at Augusta
Steve Quackenbush (co-chair)	University of Maine at Farmington
Dmitry Bam	University of Maine School of Law
Nicole Boudreau	University of Maine at Fort Kent
Jason Johnston	University of Maine at Presque Isle
Rob Kellerman	University of Maine at Augusta
Lorien Lake-Corral	University of Maine at Augusta
Brian Olsen	University of Maine
Karen Pelletreau	University of Maine
Lisa Walker	University of Southern Maine
Standard Seven: Institutional Resources	
Laurie Gardner (co-chair)	University of Maine at Farmington
David Nutty (co-chair)	University of Southern Maine
Sofia Birden	University of Maine at Fort Kent

Dianne Boone	University of Maine at Augusta
Lauren DuBois	University of Maine at Augusta
Stewart Harvey	University of Maine
Nancy Pierce	University of Maine at Presque Isle
Tanya Sleeper	University of Maine at Fort Kent
Marianne Thibodeau	University of Maine at Machias
Niki Woodhouse	University of Maine at Farmington
Standard Eight: Educational Effectiveness	
Amanda Barrington (co-chair)	University of Maine
Ashley Montgomery (co-chair)	University of Maine at Farmington
Angela Arey	University of Maine School of Law
Linda Beck	University of Maine at Farmington
Sam Hanes	University of Maine
Hirosuke Honda	University of Maine at Augusta
Tora Johnson	University of Maine at Machias
Alana Margeson	University of Maine at Presque Isle
Theresa Overall	University of Maine at Farmington
Dan Panici	University of Southern Maine
Denise Potvin	University of Maine at Fort Kent
Tim Surrette	University of Maine at Augusta
Jeff Sychterz	University of Maine at Augusta
Standard Nine: Integrity Transparency and Public Disclosure	
Meghan Cadwallader (co-chair)	University of Southern Maine
Kerri Watson-Blaisdell (co-chair)	University of Maine at Fort Kent
Cara Cushing	University of Maine at Machias
Carla DeGraw	University of Maine at Farmington
David Fiacco	University of Maine
Shannon Gauvin	University of Maine at Augusta
Domna Giatas	University of Maine at Augusta
Amanda Lozier	University of Maine
Rachel Rice	University of Maine at Presque Isle
Laura Rodas	University of Maine at Augusta
Mike Kirby	University of Maine
Additional Contributors	
Dmitry Bam	University of Maine School of Law
Eric Brown	University of Maine at Farmington
Susan Chang	University of Maine at Presque Isle
Megan Clough	University of Maine System
Carolyn Dorsey	University of Maine System
Greg Fahy	University of Maine at Augusta
Andrea Gifford	University of Maine

Faye Gilbert	University of Maine
Pamela MacRae	University of Maine at Augusta
Jessica Miller	University of Maine
Joan Ferrini-Mundy	University of Maine / Univ. of Maine at Machias
Sherry Niang	University of Maine School of Law
Rosa Redonnett	University of Maine System
Raymond Rice	University of Maine at Presque Isle
Loretta Shields	University of Maine System
Jeffrey St. John	University of Maine System
James Thelen	University of Maine System
Kody Varahramyan	University of Maine
Data Collection and Organization	
I. Data First Forms	
Debra Allen (co-lead)	University of Maine
Justin Young (co-lead)	University of Maine System
Lisa Applegate	University of Maine
Chris Barr	University of Southern Maine
Dominic Barraclough	University of Southern Maine
Jonathan Barker	University of Southern Maine
Todd Berry	University of Maine System
James Clark	University of Maine System
Patricia Davis	University of Southern Maine
Lauren DuBois	University of Maine System
Lorne Gibson	University of Maine at Presque Isle
Nathan Grant	University of Maine at Farmington
Rachel Groenhout	University of Maine System
Stephen Hodson	University of Maine at Augusta
Hirosuke Honda	University of Maine System
Jeffrey Jensen	University of Maine System
Nathaniel LaClaire	University of Maine at Augusta
Danae London	University of Maine System
Jacquelyn Lowman	University of Maine at Presque Isle
Leslie McCormick	University of Maine at Augusta
Alexander Myhre	University of Maine at Fort Kent
Haliru Omosun	University of Maine System
Darla Reynolds	University of Maine System
Paula Shannon	University of Maine
Lori Smith	University of Maine
Jake Theriault	University of Maine at Fort Kent
Tamara Saarinen	University of Southern Maine
Miki Yanagi	University of Maine System
Bob Zuercher	University of Maine System

II. E-Series Forms	
Amanda Barrington (co-lead)	University of Maine
Haliru Omosun (co-lead)	University of Maine System
Bob Zuercher (co-lead)	University of Maine System
Madison Brown	University of Maine
Lorne Gibson	University of Maine at Presque Isle
Hirosuke Honda	University of Maine at Augusta
Susan King	University of Southern Maine
Wendi Malenfant	University of Maine at Presque Isle
Ashley Montgomery	University of Maine at Farmington
Judith Rosenbaum-Andre	University of Maine
Jake Theriault	University of Maine at Fort Kent
Ryan Weatherbee	University of Maine
Justin Young	University of Maine System
III. Digital Workroom	
Debra Allen	University of Maine
Dominic Barraclough	University of Southern Maine
Christine Doucette	University of Maine System
Barbie Eldridge	University of Maine at Fort Kent
Michelle Erhardt	University of Southern Maine
Greg Fahy	University of Maine at Augusta
Nathan Grant	University of Maine at Farmington
Leslie Kelly	University of Maine at Fort Kent
Jessica Miller	University of Maine
Sherry Niang	University of Maine School of Law
Steve Quackenbush	University of Maine at Farmington
Raymond Rice	University of Maine at Presque Isle
Lisa Smith	University of Maine at Presque Isle
Erin Soucy	University of Maine at Fort Kent
Samantha Toner	University of Maine System
IV. Financial Documents/Data	
Tracy Elliott	University of Maine System
Ryan Low	University of Maine System
Angela Michaud	University of Maine System
Darla Reynolds	University of Maine System
Miriam White	University of Maine System
Creative Design and Web Services	
Hub Burton	University of Maine System
Rachel Church	University of Maine System
Jenna Davenport	University of Maine
Mike Kirby	University of Maine

Blaire Knight-Graves	University of Maine System
Margaret Nagle	University of Maine
Samantha Toner	University of Maine System
In-Text Visual Data/Graphics	
Debra Allen	University of Maine
Haliru Omosun	University of Maine System
Justin Young	University of Maine System
Bob Zuercher	University of Maine System
Executive Support	
Rowena Clukey	University of Maine System
Samantha Toner	University of Maine System
Draft Reviewers*	
Kim-Marie Jenkins	University of Maine System
Sherry Niang	University of Maine School of Law
Rosa Redonnett	University of Maine System
Jeffrey St. John	University of Maine System
James Thelen	University of Maine System

*Members of the data teams and Steering Committee also reviewed part or all of the narrative and/or one or both data sets in the penultimate draft, as did presidents, provosts, and university accreditation officers.

Steering Committee	
Jeffrey St. John (chair)	University of Maine System
Dmitry Bam	University of Maine School of Law
Dominic Barraclough	University of Southern Maine
Michael Curran	University of Maine at Fort Kent
Carolyn Dorsey	University of Maine System
Kim-Marie Jenkins	University of Maine System
Rosa Redonnett	University of Maine System
Saman Zare	University of Maine

Institutional Overview: University of Maine and Univ. of Maine at Machias

<table>
<tr><td colspan="5" align="center">**DATA FIRST FORMS**
GENERAL INFORMATION</td></tr>
</table>

			Annual Audit	
Institution Name:		University of Maine		
OPE ID:	?	205300		
			Certified:	Qualified
	?		Yes/No	Unqualified
Financial Results for Year Ending:	?	06/30		
Most Recent Year	?	2021	Yes	Unqualified
1 Year Prior		2020	Yes	Unqualified
2 Years Prior		2019	Yes	Unqualified
Fiscal Year Ends on:		June 30	(month/day)	
Budget / Plans				
Current Year		2022		
Next Year		2023		
Contact Person:	?	Debra Allen		
Title:		Assistant Provost for Institutional Research and Assessment		
Telephone No:		207-581-1461		
E-mail address		debra.allen@maine.edu		

Institutional Overview: University of Maine at Augusta

<table>
<tr><td colspan="5" align="center">**DATA FIRST FORMS**
GENERAL INFORMATION</td></tr>
</table>

			Annual Audit	
Institution Name:		University of Maine at Augusta		
OPE ID:	?	161217		
			Certified:	Qualified
	?		Yes/No	Unqualified
Financial Results for Year Ending:	?	June 30		
Most Recent Year	?	2021	Yes	Unqualified
1 Year Prior		2020	Yes	Unqualified
2 Years Prior		2019	Yes	Unqualified
Fiscal Year Ends on:			(month/day)	
Budget / Plans				
Current Year		2022		
Next Year		2023		
Contact Person:	?	Gregory M Fahy		
Title:		Associate Professor of Philosophy		
Telephone No:		207-621-3301		
E-mail address		gregory.fahy@maine.edu		

Institutional Overview: University of Maine at Farmington

<table>
<tr><td colspan="4" align="center">**DATA FIRST FORMS**
GENERAL INFORMATION</td></tr>
<tr><td>Institution Name:</td><td>University of Maine at Farmington</td><td></td><td></td></tr>
<tr><td>OPE ID:</td><td>? 002040-00</td><td></td><td></td></tr>
<tr><td></td><td></td><td colspan="2" align="center">**Annual Audit**</td></tr>
<tr><td></td><td>?</td><td>Certified:</td><td></td></tr>
<tr><td>Financial Results for Year Ending:</td><td>? 2022</td><td>Yes</td><td>Unqualified</td></tr>
<tr><td>Most Recent Year</td><td>? 2021</td><td></td><td></td></tr>
<tr><td>1 Year Prior</td><td>2020</td><td></td><td></td></tr>
<tr><td>2 Years Prior</td><td>2019</td><td></td><td></td></tr>
<tr><td>Fiscal Year Ends on:</td><td>06/30</td><td>(month/day)</td><td></td></tr>
<tr><td>Budget / Plans</td><td></td><td></td><td></td></tr>
<tr><td>Current Year</td><td>2022</td><td></td><td></td></tr>
<tr><td>Next Year</td><td>2023</td><td></td><td></td></tr>
<tr><td>Contact Person:</td><td>? Nathan Grant</td><td></td><td></td></tr>
<tr><td>Title:</td><td>Director of Institutional Research</td><td></td><td></td></tr>
<tr><td>Telephone No:</td><td>(207) 778-7864</td><td></td><td></td></tr>
<tr><td>E-mail address</td><td>nathan.grant@maine.edu</td><td></td><td></td></tr>
</table>

Institutional Overview: University of Maine at Fort Kent

<table>
<tr><td colspan="4" align="center">**DATA FIRST FORMS**
GENERAL INFORMATION</td></tr>
<tr><td>Institution Name:</td><td>University of Maine at Fort Kent</td><td></td><td></td></tr>
<tr><td>OPE ID:</td><td>? 204100</td><td></td><td></td></tr>
<tr><td></td><td></td><td colspan="2" align="center">**Annual Audit**</td></tr>
<tr><td></td><td>?</td><td>Certified:</td><td>Qualified</td></tr>
<tr><td>Financial Results for Year Ending:</td><td>?</td><td>Yes/No</td><td>Unqualified</td></tr>
<tr><td>Most Recent Year</td><td>?</td><td></td><td></td></tr>
<tr><td>1 Year Prior</td><td>-</td><td></td><td></td></tr>
<tr><td>2 Years Prior</td><td>-</td><td></td><td></td></tr>
<tr><td>Fiscal Year Ends on:</td><td></td><td>(month/day)</td><td></td></tr>
<tr><td>Budget / Plans</td><td></td><td></td><td></td></tr>
<tr><td>Current Year</td><td>-</td><td></td><td></td></tr>
<tr><td>Next Year</td><td>-</td><td></td><td></td></tr>
<tr><td>Contact Person:</td><td>? Leslie Kelly</td><td></td><td></td></tr>
<tr><td>Title:</td><td>Executive Director of Academic Support Services</td><td></td><td></td></tr>
<tr><td>Telephone No:</td><td>2078347522</td><td></td><td></td></tr>
<tr><td>E-mail address</td><td>lesliek@maine.edu</td><td></td><td></td></tr>
</table>

Institutional Overview: University of Maine at Presque Isle

DATA FIRST FORMS GENERAL INFORMATION				
Institution Name:		University of Maine at Presque Isle		
OPE ID:	?	002033-00		
			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	?		Yes/No	Unqualified
Most Recent Year	?			
1 Year Prior		-		
2 Years Prior		-		
Fiscal Year Ends on:			(month/day)	
Budget / Plans				
Current Year		-		
Next Year		-		
Contact Person:	?			
Title:				
Telephone No:				
E-mail address				

Institutional Overview: University of Southern Maine

DATA FIRST FORMS GENERAL INFORMATION				
Institution Name:		University of Southern Maine		
OPE ID:	?	205400		
			Annual Audit	
	?		Certified:	Qualified
Financial Results for Year Ending:	?	06/30	Yes/No	Unqualified
Most Recent Year	?	2021		
1 Year Prior		2020		Unqualified
2 Years Prior		2019		Unqualified
Fiscal Year Ends on:		06/30	(month/day)	
Budget / Plans				
Current Year		2022		
Next Year		2023		
Contact Person:	?	Dominic Barraclough		
Title:		Vice Provost for Academic Affairs		
Telephone No:		(207) 780-4485		
E-mail address		Dominic.barraclough@maine.edu		

Standard One:

Mission and Purpose

Description
The University of Maine System (UMS) includes Maine's flagship research university, a comprehensive regional university in an urban setting, smaller liberal arts universities, and Maine's only law school. Collectively, they carry out public higher education's tripartite mission of teaching, research, and public service and are an indispensable resource for the state, directly linking the education of its people and the application of research and scholarship to Maine's civic and economic health and growth.

History and founding of UMS, its universities, and the University of Maine School of Law
The Morrill Land Grant Act of 1862 allotted each state 30,000 acres of federal land per member of its congressional delegation. Maine received 210,000 acres whose sale funded an endowment of $118,300 to found the Maine State College of Agriculture and Mechanic Arts. Completed with a 370-acre College farm, the future University of Maine opened its doors to thirteen male students in September 1868.

The College was overseen by a Board of Trustees formed in 1865, with sixteen members representing, by law, Maine's sixteen counties. In 1897, the Board changed the name of the College to the University of Maine (UM), the new name representing in part the broader course of study that evolved in the university's first three decades and, significantly, its position as a university for the entire state.

The University of Maine at Fort Kent (UMFK) was founded in 1878 as the Madawaska Training School for teacher education. It became UMFK in 1970. The University of Maine at Presque Isle (UMPI) was founded in 1903 as the Aroostook State Normal School to provide post-secondary education to residents of central Aroostook County in northern Maine. It became UMPI in 1971. The University of Maine at Farmington (UMF) began as the Western State Normal School in 1864, offering teacher training grounded in the liberal arts. It became UMF in 1971.

The University of Maine at Machias (UMM), now a regional campus of the University of Maine, was founded in 1909 as the Washington State Normal School. It became UMM in 1970. The University of Maine at Augusta (UMA), established in 1965 as a continuing education division of the University of Maine, became an official campus of UM in 1967, just prior to the creation of UMS, and became a university within UMS in 1971.

The University of Southern Maine (USM) was founded as two institutions: the Western State Normal School in Gorham in 1878, and Portland Junior College in 1933. Later incarnations of the two schools merged to become the University of Maine at Portland-Gorham and part of UMS in 1970. The university became USM in 1978.

The University of Maine School of Law (Law School) was founded in 1962.

Mission statements: UMS, its universities, and its Law School
The University of Maine System Board of Trustees (Board), appointed by Maine's Governor, is UMS's governing and planning body. Among its core responsibilities is the approval of mission statements and strategic plans for UMS and its universities. Board Policy 301 recognizes that these statements and plans provide a framework for the development of appropriate programs and services.

UMS and university mission statements are subject to review and approval by the Board on a five-year cycle. In consultation with the Chancellor, the Board may call for review and revision of a mission or strategic plan outside of that cycle.

University mission statements are the product of university-wide deliberation led by the President in discussion with the Chancellor, and approval from the university and the Chancellor before Board review and approval at a public Board meeting. Mission statements for UMS and each university are posted on the UMS website.

UMS Board Policy Section 301.1: University of Maine System mission
The University of Maine System unites seven distinctive public universities in the common purposes of providing first-rate higher education at reasonable cost to improve the quality of life for the citizens of Maine. Through its universities, UMS carries out the traditional tripartite mission of teaching, research, and public service.

UMS extends its mission as a major resource for the state, linking economic growth, the education of Maine people, and the application of research and scholarship. The Board of Trustees, in consultation with the Chancellor, is the governing and planning body of the University System responsible for developing and maintaining a cohesive structure of public higher education in the state of Maine. As such, the Board has final authority over all matters within its jurisdiction, including all educational, public service, and research policies, as well as all personnel and financial policies. The Board provides leadership on higher education policy within the System and the state, is committed to strengthening the unique characteristics of each university's mission, and advocates aggressively for adequate resources to support the System and its universities.

UMS Board Policy Section 301.2: University of Maine mission
The University of Maine advances learning and discovery through excellence and innovation in undergraduate and graduate academic programs while addressing the complex challenges and opportunities of the 21st century through research-based knowledge.

Opportunity for all members of the University of Maine community is a cornerstone of our mission. The university welcomes students, research partners and collaborators into an atmosphere that honors the heritage and diversity of our state and nation.

Founded in 1865, the University of Maine is the Land and Sea Grant institution and the flagship campus of the University of Maine System. This vibrant and dynamic university serves the residents of Maine, the nation, and the world through our acclaimed programs in teaching, research, and outreach.

Inspiring and dedicated teaching propels students into new fields of learning and promotes interdisciplinary understanding. Our educational goals are to help students develop their creative abilities, communication, and critical thinking skills, and understanding of traditions in ethics and rationality within the arts, sciences, and professions.

Internationally recognized research, scholarship, and creative activity distinguish the University of Maine as the state's flagship university, where faculty and students contribute knowledge to issues of local, national, and international significance. As the state's doctoral-granting institution, research and education are inextricably linked.

Comprehensive outreach, including public service, Cooperative Extension, continuing education, and distance learning, engages learners of all ages in improving their lives and communities. Using research-based knowledge, outreach efforts promote sustainable use of Maine's abundant natural resources and build intellectual, cultural, and economic capacity throughout Maine and beyond.

Through integrated teaching, research, and outreach, the University of Maine improves the quality of life for people in Maine and around the world, and promotes responsible stewardship of human, natural, and financial resources.

UMS Board Policy Section 301.3: University of Southern Maine mission
The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high quality, accessible, affordable education. Through its undergraduate, graduate and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service.

Distinguished for their teaching, research, scholarly publication and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship and creativity, USM provides resources for the state, the nation, and the world.

UMS Board Policy Section 301.4: University of Maine at Augusta mission
UMA transforms the lives of students of every age and background across the state of Maine and beyond through access to high-quality distance and on-site education, excellent student support and civic engagement, and innovative professional and liberal arts programs.

UMS Board Policy Section 301.5: University of Maine at Farmington mission
As a premier teacher education and public liberal arts college for the state of Maine, the University of Maine at Farmington prepares students for engaged citizenship, enriching professional careers, and an enduring love of learning.

UMS Board Policy Section 301.6: University of Maine at Fort Kent mission
UMFK will nurture and engage a diversity of learners and aspiring professionals in Maine's rural communities and beyond through affordable, technologically-enhanced and professionally-focused education programs.

UMS Board Policy Section 301.7: University of Maine at Machias mission
Through our Environmental Liberal Arts core, distinctive baccalaureate programs, and student-centered community, the University of Maine at Machias creates enriching educational opportunities that prepare graduates for professional success and lifelong engagement with the world. UMM embodies an active community of diverse learners who share a commitment to exploration, leadership, collaboration, and interdisciplinary problem solving. Inspired by our unique coastal location, UMM's creative energy, applied research, and community engagement enhance the social, cultural, economic, and natural environments of the state of Maine.

UMS Board Policy Section 301.8: University of Maine at Presque Isle mission
Our success is built on an ethic of care: We inspire learners from near and far, of all ages and career stages, and support their personal journeys toward the future they seek. We value our team members and ensure they have the right tools, technology, and resources to provide learners with educational experiences they will draw upon for the rest of their lives. We serve our community and strive to engage all in activities that strengthen and sustain a rich and rewarding life. Every day, in every way, it's about excellence for everyone.

University of Maine School of Law draft mission statement
The following is a draft mission statement for the Law School. It has not been brought forward for review and approval by the UMS Board of Trustees.

Maine Law is an institutional public servant committed to providing an accessible and affordable student-focused program of legal education and achieving the highest standards of ethical behavior.

Appraisal

"The University of Maine System" has, in the past, served as a synonym for the governance structure, including the Board, the Chancellor, and the UMS office. Under unified accreditation, however, it increasingly connotes the faculty, Presidents, administrators, and staff of the seven universities and Law School collaborating with the Board, the Chancellor and his senior staff, and one another. Continued success in implementing unified accreditation requires that each of the universities and the Law School plays a unique and essential role consistent with its mission.

Opportunities for refining and advancing these missions include:

- using the tool of unified accreditation to increase access and improve outcomes for students academically, socially/emotionally, and with respect to post-graduate success.
- strengthening coordination and communication among the universities, Law School, and System office while reducing internal competition, particularly around recruitment.
- identifying and implementing the educational efficiencies to be achieved through our unified environment and operating model.

An example drawn from one of the three areas above: the universities have made demonstrable progress in communicating with prospective and admitted students. For the summer/fall 2021 admission cycle, the universities accelerated their traditional timelines for review of applications and admissions decisions, sending letters to accepted students an average of several weeks to several months earlier in the year than in prior cycles. Across UMS, this change produced 7,237 matriculations by the start of the fall 2021 term, up from 5,718 at the same point in fall 2020 (a 26.6% increase).

Relatedly, every UMS university agreed to stop recruiting students who had applied to more than one of our universities as soon as those students accepted an offer from any one of our universities. This change reduced wasted effort by staff and potentially confusing messaging to incoming students.

Projection

UMS will continue to use unified accreditation to advance strategic initiatives serving students and the state. The self study process and UMS strategic planning effort, in tandem with ongoing UMS and university-level initiatives addressing student success, DEI, research, infrastructure, and other priorities, will sharpen and strengthen the missions of UMS, its universities, and its Law School.

Beginning in Fall 2023, a new UMS strategic plan will guide mission-specific activity, including university strategic plans, research planning, infrastructure and capital planning, budgeting and resource allocation, and economic and workforce development planning. In addition, the plan will help us prioritize and respond to action items emerging from the Commission's review of our October 2022 comprehensive evaluation. The five-year direction for UMS shared by NECHE will be consonant with and embedded in our strategic values, goals, action steps, and assessments.

Following completion of the UMS strategic plan, and in consultation with the Chancellor, the Law School will bring forward its proposed mission statement for review and approval by the Board.

Standard One: University of Maine and Univ. of Maine at Machias

Standard 1: Mission and Purposes			Notes
Attach a copy of the current mission statement.			
Document	**Website location**	**Date Approved by the**	
Institutional Mission Statement - UMaine	[?] https://umaine.edu/about/mission-2/	[?] 11/2010	
Institutional Mission Statement - UMM	https://machias.edu/about-umm/our-mission/	2012	
Mission Statement published	**Website location**	**Print Publication**	
[?] UMaine Website	[?] https://umaine.edu/about/mission-2/		
UMaine Catalog	http://catalog.umaine.edu/content.php?catoid=85&navoid=3444		
UMM Website	https://machias.edu/about-umm/our-mission/		
UMM Catalog	https://machias.edu/academics/course-catalog/		
Related statements	**Website location**	**Print Publication**	
[?] **College Mission Statements**	[?]		
UMaine College of Liberal Arts and Sciences	https://umaine.edu/las/deans-office/mission-statement/		
UMaine College of Engineering	https://engineering.umaine.edu/		
UMaine Business School	https://umaine.edu/business/mission-and-values/		
UMaine College of Education and Human Development	https://umaine.edu/edhd/about/		
UMaine Division of Lifelong Learning	https://dll.umaine.edu/about-us/		
UMaine Honors College		Please see electronic	
UMaine College of Natural Sciences, Forestry, &	https://nsfa.umaine.edu/about/		
UMaine Graduate School	https://umaine.edu/graduate/about/		
UMaine Student Life	https://umaine.edu/studentlife/about-us/vision-and-mission/		
UMaine Career Center	https://umaine.edu/career/mission-statement/		
UMaine Raymond H. Fogler Library	https://library.umaine.edu/about/mission-statement/		
UMaine Research	https://umaine.edu/research/mission/		
UMaine Student Accessibility Services	https://umaine.edu/studentaccessibility/mission-statement/		
UMaine Center on Aging	https://mainecenteronaging.umaine.edu/service/senior-companion-program/mission/		
UMaine Information Techonology	https://umaine.edu/it/policies/mission-statement/		
UMM Living on Campus	https://machias.edu/campus-life/living-on-campus/		
UMM Equity and Inclusion	https://machias.edu/campus-life/equity-inclusion/		
UMM Student Engagement	https://machias.edu/campus-life/student-engagement/		
UMM Merrill Library	https://machias.edu/library/policies-and-forms/collection-development-policy/		
UMM Sunrise Senior College	https://machias.edu/ssc/about-us/		
Please enter any explanatory notes in the box below			

Standard One: University of Maine at Augusta

Standard 1: Mission and Purposes		
Attach a copy of the current mission statement.		
Document	**Website location**	**Date Approved by the Governing Board**
Institutional Mission Statement	[?] https://www.uma.edu/about/ [?]	
Mission Statement published	**Website location**	**Print Publication**
[?] Quick Facts/Student Consumer Website	[?] https://www.uma.edu/about/facts/	
UMA Catalog	http://catalog.uma.edu/	
Related statements	**Website location**	**Print Publication**
[?] Vision 2.0	[?] https://www.uma.edu/about/president/vision/	
Statement of Purposes	https://www.uma.edu/about/facts/	
Please enter any explanatory notes in the box below		

Standard One: University of Maine at Farmington

Standard 1: Mission and Purposes					
Attach a copy of the current mission statement.					
Document		**Website location**		**Date Approved by the Governing Board**	
Institutional Mission Statement	?	https://www.umf.maine.edu/about/	?	09/22/2014	
Mission Statement published		**Website location**		**Print Publication**	
UMF Catalog - Mission, Values, and Vision	?	https://catalog.umf.maine.edu/show.php?type=subcategory&id=2&version=2021-2022	?	N/A	
UMF Website - About UMF		https://www.umf.maine.edu/about/		N/A	
Student Policies and Procedures		https://catalog.umf.maine.edu/Student_Policies_and_Procedures.pdf		N/A	
Related statements		**Website location**		**Print Publication**	
Environmental Sustainability Vision Statement	?	https://catalog.umf.maine.edu/show.php?type=subcategory&id=3&version=2021-2022	?	N/A	
Please enter any explanatory notes in the box below					

Standard One: University of Maine at Fort Kent

Standard 1: Mission and Purposes				
Attach a copy of the current mission statement.				
Document		**Website location**		**Date Approved by the**
Institutional Mission Statement	?	https://www.umfk.edu/about/mission	?	11/18/2014
Mission Statement published		**Website location**		**Print Publication**
University Catalog	?	https://catalog.umfk.edu/content.ph	?	N/A
Strategic Plan Document		https://www.umfk.edu/strategic-plan/2		N/A
Student Handbook		https://mycampus.maine.edu/group/un		N/A
Faculty Handbook		https://mycampus.maine.edu/documen		N/A
Related statements		**Website location**		**Print Publication**
UMS Strategic Outcomes	?	web link no longer active; PDF	?	PDF
UMFK Nursing Strategic Plan		https://mycampus.maine.		N/A
Please enter any explanatory notes in the box below				
2015-2020 UMFK Mission Statement: UMFK will nurture and engage a diversity of learners and aspiring professionals in Maine's rural communities and beyond through affordable, technologically-enhanced, and professionally-focused educational programs. The 2021-2026 UMFK Mission, Vision and Strategic Plan has been drafted, but has not yet received System approval.				

Standard One: University of Presque Isle

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	https://www.umpi.edu/about-umpi/vision-mission/	?	pending

Mission Statement published		Website location	Print Publication
?		https://www.umpi.edu/about-umpi/vision-mission/ ?	n/a

Related statements		Website location	Print Publication
?		?	

Please enter any explanatory notes in the box below

Standard One: University of Southern Maine

Standard 1: Mission and Purposes			
Attach a copy of the current mission statement.			
Document		Website location	Date Approved by the Governing Board
Institutional Mission Statement	?	https://usm.maine.edu/about/m ?	February 23, 2021

Mission Statement published		Website location	Print Publication
USM: The Next Five Years ?		https://usm.maine. edu/president/five-year-plan ?	Yes

Related statements		Website location	Print Publication
USM Mission (BOT approved, 10/2010) ?		https://www.maine.edu/board-of-trustees/policy-manual/section-301-3/ ?	No

Please enter any explanatory notes in the box below

Description

Planning and evaluation in UMS occur at multiple levels. The Board of Trustees (Board) has oversight of UMS initiatives enacted through the Chancellor's leadership. Those initiatives are currently guided by Board strategic priorities set forth in 2016 and 2018. System-wide committees and work groups with representation from UMS and the universities and Law School coordinate planning and evaluation to meet university- and System-level goals.

Central to planning and evaluation is the institutional research (IR) and assessment function supplied by several offices at the UMS and university levels. UMS established a UMS IR office in 2016 with three full-time staff who report to the Vice Chancellor for Academic Affairs (VCAA). UMS IR provides regular UMS and university reports and data for academic and research needs, data support for UMS committees, and data requested by the Maine legislature.

Five UMS universities maintain institutional research offices with one (UMF) to four staff (UM and UMA). University IR supplies reporting and analysis at the university, department, and program level on retention and graduation, credit hours, and enrollment trends, conducts student surveys, projects enrollment and credit hours, and provides data for academic program reviews.

A third component of UMS institutional research support is the Office of Data, Analytics and Reporting Technology Services (DARTS). DARTS leads and supports data infrastructure, data governance, data literacy, research, and analytics. Together, UMS IR, university IR, and DARTS ground decision-making in valid data suitable for strategic and operational applications.

To ensure System-wide data consistency and integrity, UMS developed the Data Governance Program in 2017. It includes a five-member Council advised by a Data Advisory Committee with roughly 25 representatives from the seven universities and the Law School. In its first five years, Data Governance has adopted the UMS Data Cookbook (housing functional and technical enterprise data definitions developed collaboratively across UMS and its functional areas), established consistent definitions for Early College and distance education, among other areas, and created a report certification process.

I. Planning
Strategic planning

Strategic planning in UMS is multi-tiered. While much of it occurs individually at varying levels— e.g. System-wide shared services, collaborative programs, and the universities and the Law School— emphasis is on the alignment of plans and planning to ensure UMS priorities remain in step with mission-specific priorities defined at each university. Strategic planning at all levels informs capital and facilities planning, enrollment management, financial planning, academic program development and approval, and student and community service programs. Strategic differentiation is encouraged in the context of UMS priorities designed to meet state and regional needs.

At the highest level, the Board develops and disseminates priorities, goals, and strategies. These are made public through a variety of means: their content is communicated by university leaders and by the Chancellor and his senior staff. These priorities, goals, and strategies reflect strategic planning focused on enrollment, student learning, retention, research and economic development, state workforce needs, and related areas.

All UMS universities maintain strategic plans developed in an inclusive manner that engage their stakeholders. University plans are expected to align with UMS priorities while identifying mission-differentiation and areas for non-duplicative innovation.

In addition to UMS and university planning, shared services, including IT, finance, and human resources, engage in regular planning processes to ensure they meet the needs of UMS, its universities, and the Law School.

Through unified accreditation, numerous collaborative academic and student-support programs involving two or more UMS universities have been forged. An example is the University of Maine at Fort Kent's (UMFK) bachelor of science in nursing (BSN) program at the University of Maine at Presque Isle (UMPI). Students begin at UMPI and then continue as UMFK students with no need to relocate, as all BSN classes are also offered live on the UMPI campus by UMFK faculty on that campus. In this program, UMFK grants the degree. Planning and operationalization involves administrators from both universities who annually review staff, faculty, student, curricular, and resource needs and make appropriate changes and investments.

Contingency planning

Planning for unanticipated events originates from the Board and Chancellor in consultation with the presidents. Decisions requiring further development and/or discussion are typically delegated to cross-university functional teams (e.g. finance, IT, HR). Options are reviewed by university leadership and in most cases are routed to the UMS Presidents Council for resolution.

Shared services leaders convene regularly— and exigently as needed— to plan for and respond to unforeseen events, with support and facilitation by UMS senior staff. IT leaders, for example, supply additional technology as needed to support faculty, staff and students, while the chief business officers work with the Vice Chancellor for Finance and Administration (VCFA) to plan for absorbing an appropriation curtailment or rescission.

Examples of success

The Board's 2018 strategic priorities included the goal of increasing adult degree completion. Per the recommendations of the June 2018 UMS Adult Degree Completion report, the Adult Degree Completion Committee was established with representation from every UMS university. With support from UMS staff, the committee identified resources adult completers need. A website provides these resources while also serving as a promotional tool in a statewide marketing campaign. In addition, UMS hired two success coaches who now deliver broad-based services to guide adult learners into UMS and help them make progress in their academic careers.

UMS shared services regularly undertake planning with university and Law School input. An example is the successful implementation of a new System-wide learning management system (LMS) in 2020. The UMS Educational Technology Advisory Committee (ETAC), which includes faculty and UMS and university staff, shepherded the selection of the new LMS from the request-for-proposals (RFP) stage through final implementation.

The LMS effort was guided by needs and desires expressed by faculty and IT personnel in surveys; that input was fed into the RFP. ETAC led the evaluation of proposals and hosted vendor presentations at the annual UMS Faculty Institute to get further feedback from faculty users. As the new LMS was launched, ongoing support for end-users was delivered through regular trainings, including virtual one-on-one sessions.

II. Evaluation

For the purpose of sustaining a cycle of continuous improvement, evaluation occurs at all levels of the institution, from System reporting on strategic priorities to local academic program review and assessment.

UMS evaluation

System-wide initiatives responsive to Board priorities include those that reach first-generation students, adult students, Early College programs, financial aid, and distance education. Standing committees lead that work and regularly review data informing collaborative planning. For example, the UMS Student Success Steering Committee tracks data on return rates, low/failing grade rates, and stop-outs and shares it with the appropriate university offices and staff for use in supporting students.

Planning efforts for meeting Board priorities are undergirded by standard reporting and topical research (e.g. benchmarking analyses, labor studies) using internal and external data. Examples can be found on the UMS student reports website and dashboard. A set of key performance indicators measuring financial health, enrollment, and student success is monitored regularly by the Board.

In 2018, UMS introduced a Programs for Examination (PFE) process initially designed to "foster broader collaborative discussions among faculty and academic administrators regarding program size in the context of mission, quality, and sustainability." PFE has since evolved to serve as a continuous improvement process. Through it, the universities use data provided by UMS IR along with information collected from academic units to evaluate the current and projected future state of programs. In spring 2022, PFE was renamed the Annual Academic Program Report (AAPR).

At the end of each AAPR cycle, the Chief Academic Officers present highlights to the Board. Examples of improvements reported in the spring 2021 cycle were the modification of UMA's Contemporary Music program to permit fully online delivery, which has led to increased enrollments; diversification of undergraduate populations in UMPI's YourPace competency-based education programs; and the development of an interdisciplinary major at UMF.

Evaluation of shared services
To provide more efficient services and deploy resources strategically, UMS began to adopt a shared services model in 2006, when the UMS Shared Processing Center was established to manage back-office processing of all applications. In fiscal year 2013, the following shared services were launched: Finance and Administration; Information Technology; Facilities/Capital Planning and Project Management; Strategic Procurement; Risk/Safety Management; Human Resources; and Equal Opportunity. Each marshals the work of either a mix of UMS and university staff, or UMS staff assigned to support a specific university or universities, typically in direct collaboration with university leadership.

Evaluation processes vary to account for local priorities and needs. The universities apply a range of assessments to measure progress in achieving university- and program-level strategic goals, including seeking external reviews, conducting campus-level surveys, and tracking student success, financial aid, and university- and departmental-level budget metrics.

Institutional research

As noted above, four UMS universities have institutional research offices. USM has separate IR and assessment offices, while IR offices at UM and UMA fulfill combined IR and assessment functions. The IR function at UMPI and UMFK is served by a university staff member in another role and by UMS IR staff. University IR provides reporting and analysis at the university, department, and program levels. Regular reports and analyses on low/failing grades and course withdrawal rates, student success, university and course-level enrollment projections, and admissions trends are among the outputs of university IR, which also supports surveys and provides data for program accreditation and reviews.

Evaluating and informing strategic plans

UMS universities engage in a continuous improvement cycle of strategic planning, implementation, and evaluation. For example, at USM, benchmarking and a campus survey conducted by the Data Innovation Project will guide a community policing model for the university's Department of Police and Public Safety, while UMPI's strategic plan outlines a set of key results that will be tracked over the next five years.

At UM, a year-long evaluation of the 2012-17 Blue Sky strategic plan was followed by the creation of the Strategic Vision and Values framework. In fall 2020, a working group set key indicators to track progress in meeting the goals of that framework. At UMF, a new structure for planning is in development, and the evaluation of elements in the UMF strategic plan completed in 2021 will rely on key performance indicators tied to the plan's goals, with targets and actuals compared and assessed.

Academic programs

UMS universities regularly track student demand, costs, and revenue associated with academic programs. These and related measures are incorporated in the AAPR process. (In 2017, every UMS university participated in the National Study of Instructional Costs and Productivity. Its structure and definitions did not align well with some universities' needs, and use of the data was not widespread. At this time, only UM still participates.)

Programs with specialized external accreditation adhere to the evaluation requirements of those accreditors in addition to all NECHE standards. This may entail specialized data management. For example, UMS education programs use TK20 to ensure compliance with Council for the Accreditation of Education Programs (CAEP) assessment expectations.

Expectations for academic program review (APR) differ across universities. For example, USM's APR requires that the self study explicitly reflect on the program's contributions to the university's Vision 2028 document, and the combined self studies allow USM to benchmark its progress on that academic vision. All UMS universities use academic program reviews for broader planning purposes, including benchmarking progress on their academic goals.

Collaborative programs

Evaluation of collaborative programs follows the model outlined above. The university granting the degree is primarily responsible for program evaluation, and the general principle applied is that all faculty and courses are evaluated regardless of university affiliation. In the UMA-UMPI cybersecurity partnership, UMA is a degree-granting university and program evaluation is undertaken at both universities.

Another example is the UM Graduate School of Business, a collaboration of UM and USM faculty. Evaluation is conducted at multiple levels: two comprehensive committees— the Curriculum Committee and the Steering Committee— benchmark against other programs to develop suggestions for curriculum improvements and for

strengthening learning outcomes used in the assurance of learning. Direct assessments and surveys of completers are among the means used to assess learning outcomes.

Student success and satisfaction

As noted above, the universities regularly track student success metrics such as retention and graduation rates, low/failing grades and course withdrawal rates, and GPA. Some also share data with external entities such as the Consortium for Retention Data Exchange and the Student Achievement Measure. There has also been growing use of the EAB Navigate tool, which provides data collection and analysis with predictive capabilities for faculty and professional advisors (see Figure 6, p. 96).

All UMS universities survey students, faculty, and staff to gauge satisfaction and collect information informing organizational change. All participate in the National Survey of Student Engagement (NSSE) every three years, and in the Great Colleges to Work For survey. Data are shared with university stakeholders and are used for planning. The universities also periodically survey students about learning, campus activities, technology tools, dining services, and campus climate. In the first two years of COVID, several universities surveyed their constituencies about health and safety contingency planning.

Some UMS universities consistently survey their students at or after graduation. For example, USM conducts a survey of seniors upon application for graduation. That data and NSSE data are used to track progress toward meeting student satisfaction. Similarly, UM has conducted its Life After UMaine survey for over 20 years. Those data are used to track the percentage of graduates employed or in graduate school, and the extent to which they felt prepared for their post-college endeavors. The UM Graduate School surveys its students upon graduation and uses the feedback for planning purposes. In addition, planning is underway to administer the National Association of Colleges and Employers (NACE) First Destination Survey in December 2022.

Appraisal

Collaborative strategic planning

As outlined in the Institutional Overview, UMS is currently engaged in a System-wide strategic planning process. The process follows a clear published timeline, includes numerous opportunities for stakeholder engagement, and has been designed to harmonize with ongoing unified accreditation efforts and the development of this self study.

Unified accreditation has united UMS and its universities and Law School in a way that compels intentional strategic planning. Planning processes and the communications attendant to them are evolving accordingly. As evidence of this, numerous UMS initiatives, shared services, and academic programs plan collaboratively.

For example, UMS Title IX processes and compliance operate as a collective, with centralized procedures and shared support for policy implementation and case management, and Title IX offices and their staff support multiple universities. The Title IX hearing officers and advisors comprise an inclusive and consultative group acting in a unified way.

As more functional areas have begun shared planning across the universities, existing roles and responsibilities are shifting. Policies addressing expectations of staff and use of resources are being reviewed and revised to support effective collaboration and cooperation in the unified environment. This includes an updating of UMS Administrative Practice Letters (APLs) led by the Vice Chancellor for Academic Affairs (VCAA) in consultation with the UMS Faculty Governance Council and the Chief Academic Officers.

Currently, the universities and Law School are accountable for meeting individual performance benchmarks, but these benchmarks are not necessarily used for System-level planning. Aggregated benchmarks have not yet been developed to assess the extent to which shared services and other System-wide functional areas are responsive to specific university-level goals and objectives.

Contingency planning
In most forms of contingency planning, there is inherent tension between UMS- and university-level priorities. While there is a collaborative environment generally, there are legitimate but sometimes unproductively competitive pressures to preserve and protect individual university priorities. For instance, when planning for high-demand academic and workforce development programs, questions about which university or universities stand to benefit most can invite disagreement and competition.

Assessing adult learners, first-generation students, and related populations

Data are regularly provided to committees tasked with improving student success, degree completion, and access for adult learners and first-generation students. However, a framework for the systematic (global) evaluation of these and related initiatives does not exist. In short, although data and analyses support this work, an assessment cycle of continuous improvement for these populations has not yet been instituted.

Improving coordination of IR activity and UMS- and university-level planning

University IR capacity varies across UMS, a reality which can sometimes serve as a barrier to System-wide evaluation of programs and priorities. Improvements have been made since the creation of the Data Governance structure and the UMS IR office, but more work is needed to ensure adequate coverage. For example, under ideal conditions, all UMS universities and the Law School would follow the same or similar schedules for collecting information throughout the student life cycle. As IR and assessment resources are not staffed equally, additional responsibility sometimes falls to staff in other university functional areas (e.g. Student Records, Academic Affairs) when data are needed for System-level planning.

Projection

As noted in our response to item 11.b on the Institutional Characteristics Form, UMS universities do not follow a uniform definition of "non-credit activity," and do not share a single database where non-credit enrollments are entered. We are pursuing an avenue for accomplishing both.

Multi-university academic program planning, evaluation, and assessment

The evaluation structure for multi-university collaborative academic programs relies partly on processes originally designed for evaluating single-university programs and courses. While all students are assured the chance to complete a student evaluation of teaching in courses delivered jointly by two or more universities, a cycle of assessment tailored for multi-university programs and leading to the continous improvement of those programs has not yet been developed. (See Standard Eight for an update on our progress in assessing academic programs.)

More effective evaluation may require revisiting current KPIs to confirm that they continue to reflect the missions and strategic plans of the universities and Law School in relation to UMS priorities. KPIs should be associated with defined goals in order to provide an informed and responsive basis for UMS oversight and support for university and Law School strategic plans and planning.

Standard 2: Planning and Evaluation				
PLANNING	**Year approved by governing board**	**Effective Dates**		**Website location**
Strategic Plans				
Immediately prior Strategic Plan	2012	2012-2017		https://umaine.edu/bluesky/
Current Strategic Plan	2019	2019-2024		https://umaine.edu/visionandvalues/
Next Strategic Plan				
	Year completed	**Effective Dates**		**Website location**
Other institution-wide plans*				
Master plan	2009	2009-2029		Please see electronic workroom. (UM/UMM/Standard 2/Planning)
Academic plan				https://umaine.edu/provost/initiatives/
Financial plan	2022	2022-2023		Please see electronic workroom. (UM/UMM/Standard 2/Planning)
Technology plan				https://sites.google.com/maine.edu/usit-strategic-plan/home
Enrollment plan				In Progress
Development plan				https://umaine.edu/transforms/
Research and Development plan	2020	2020-2024		https://umaine.edu/president/resource/university-of-maine-system-research-and-development-plan-fy20-fy24/
Plans for major units (e.g., departments, library)*				
Maine Sea Grant Strategic Plan	2018	2018-2023		https://seagrant.umaine.edu/wp-content/uploads/sites/467/2021/01/MaineSeaGrant2020StrategicPlan-1.pdf
Holt Research Forest Strategic Plan	2019	2019-2029		https://crsf.umaine.edu/wp-content/uploads/sites/214/2019/10/Strategic-Plan_final.pdf
Fogler Library	2020	2020-		https://library.umaine.edu/wp-content/uploads/sites/77/2021/07/Fogler-Library-Strategic-Plan-07142021.pdf
Merrill Library	2020	2020-2021		https://www.google.com/url?client=internal-element-cse&cx=010350628478410513864:t4_l0ayyxqs&q=https://machias.edu/library/wp-content/uploads/sites/39/2020/10/merrill_annual_rept_2020_20201025.pdf&sa=U&ved=2ahUKEwiYxfDZ5J_zAhUCFFkFHTdNBaAQFnoECAEQAg&usg=AOvVaw2gvVjjlDHXIDSTS4paOxWw
Regional Campus Task Force Report	2021			https://umaine.edu/president/committees/university-of-maine-university-of-maine-at-machias-regional-campus-task-force/

EVALUATION				**Website location**
Academic program review				
Program review system (colleges and departments). System last updated:				https://umaine.edu/provost/program-review-criteria/
Program review schedule (e.g., every 5 years)				Please see electronic workroom (UM/UMM/Standard 2/Evaluation/UM Program Review and UMM Program Review folders)
Sample program review reports (name of unit or program)*				
Division of Lifelong Learning				Please see electronic workroom (UM/UMM/Standard 2/Evaluation/UM Program Review)
Modern Languages and Classics				Please see electronic workroom (UM/UMM/Standard 2/Evaluation/UM Program Review)
College of Education & Human Development				External Accreditor: CAEP (materials from last review in electronic workroom)
Maine Business School				External Accreditor: AACSB (materials from last review in electronic workroom)
Athletic Training				External Accreditor: CAATE (materials from last review in electronic workroom)
Art				External Accreditor: NASAD (materials from last review in electronic workroom)
UMM Interdisciplinary Fine Arts				Please see electronic workroom (UM/UMM/Standard 2/Evaluation/UMM Program Review)
UMM Bachelor of College Studies				Please see electronic workroom (UM/UMM/Standard 2/Evaluation/UMM Program Review)
System to review other functions and units				
Program review schedule (every X years or website location of schedule)				Please see electronic workroom
Sample program review reports (name of unit or program)*				

Other significant institutional studies (Name and web location)*	**Date**
Clery Annual Security and Fire Safety Report https://umaine.edu/police/clery-annual-safety-report/	2019
The Margaret Chase Smith Policy Center (Alumni Impact Study) https://mcspolicycenter.umaine.edu/2021/02/17/new-report-on-economic-and-community-impacts-of-umaine-alumni/	2021
Student Life Annual Report https://umaine.edu/studentlife/blog/resource/student-life-annual-report/	2019-2020
Life After UMaine Annual Report https://umaine.edu/oira/wp-content/uploads/sites/502/2020/06/Life-After-UMaine-2017-2018-Final-6.5.20-7.pdf	2020
Annual Research Report https://umaine.edu/research/wp-content/uploads/sites/281/2022/01/529051-Annual-Report_REV3-spread.pdf	2021
New Student Survey https://umaine.edu/oira/wp-content/uploads/sites/502/2020/11/Fall-2020-New-Student-Survey-report-10.29.20.pdf	2020
UMaine Common Data Set https://umaine.edu/oira/common-data-set/	2021
UMM Common Data Set https://machias.edu/academics/academics/planning-assessment/#Common%20Data%20Sets	2020
UMaine NSSE https://umaine.edu/oira/2021/03/30/highlights-from-the-national-survey-of-student-engagement/	Please see electronic workroom.
UMM NSSE https://machias.edu/academics/resource/nsse-engagement-indicators-2020/	Please see electronic workroom.

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 2: Planning and Evaluation			
PLANNING	**Year approved by governing board**	**Effective Dates**	**Website location**
Strategic Plans [?]	[?]	[?]	
Immediately prior Strategic Plan		2016-2020	https://www.uma.edu/about/wp-content/uploads/sites/2/2020/02/Strategic-Plan-2016-2020-with-updated-metrics-FINAL-1.29.2020.pdf
Current Strategic Plan		2021-2025	https://www.uma.edu/about/president/strategic-plan/
Next Strategic Plan	NA	NA	
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	2018	2018-38	https://www.uma.edu/compliance/accreditation/
Academic plan	2021	2021-2022	https://www.uma.edu/compliance/accreditation/
Financial plan	2021	2022-2026	https://www.uma.edu/compliance/accreditation/
Technology plan	2018	2019-22	https://www.uma.edu/compliance/accreditation/
Enrollment plan	2018	2018-2022	https://www.uma.edu/compliance/accreditation/
Development plan			
Plans for major units (e.g., departments, library)* [?]			
EVALUATION			**Website location**
Academic program review			
Program review system (colleges and departments). System last updated:		[?]	https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-p-3/
Program review schedule (e.g., every 5 years)			every 5 years
Sample program review reports (name of unit or program)*			
Information and Library Science Program		[?]	https://drive.google.com/drive/folders/1-ewOCUO9r3YEnDgYw3Iqc8hRilkofvAg?usp=sharing
Mental Health and Human Services			https://drive.google.com/drive/folders/1M8mc8wZigEDJEyohLwPCiBQsx3Xp9BG-?usp=sharing
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			
Sample program review reports (name of unit or progra			
Other significant institutional studies (Name and web location)*			**Date**
Example: Advising: www.notrealcollege.edu/advising			*2014*
*Insert additional rows, as appropriate.			
Please enter any explanatory notes in the box below			

	Standard 2: Planning and Evaluation			
PLANNING	**Year approved by governing board**	**Effective Dates**	**Website location**	
Strategic Plans ?		?	?	
Immediately prior Strategic Plan	2014	9/22/2014	**https://www.umf.maine.edu/about/wp-content/uploads/sites/2/2018/05/UMF-2020-Strategic-Plan.pdf**	
Current Strategic Plan	2021		https://www.umf.maine.edu/wp-content/uploads/sites/1/2021/03/Strategic-Plan-Draft-2021-03-12.pdf	
Next Strategic Plan				
	Year completed	**Effective Dates**	**Website location**	
Other institution-wide plans*				
Master plan	2016	12/23/2016	https://www.umf.maine.edu/wp-content/uploads/sites/1/2021/01/UMF-Master-Plan-2016-reduced.pdf	
Academic plan	N/A			
Financial plan	N/A			
Technology plan	2019	1/1/2019	https://sites.google.com/maine.edu/usit-strategic-plan/home	
Enrollment plan	TBA		In Progress	
Development plan	N/A			
Plans for major units (e.g., departments, library)* ?				
EVALUATION			**Website location**	
Academic program review				
Program review system (colleges and departments). System last updat ?				
Program review schedule (e.g., every 5 years)				
Sample program review reports (name of unit or progra		?		
System to review other functions and units				
Program review schedule (every X years or website location of schedule)				
Sample program review reports (name of unit or progra				
Other significant institutional studies (Name and web location)*			**Date**	
Example: Advising: www.notrealcollege.edu/advising			*2014*	
*Insert additional rows, as appropriate.				
Please enter any explanatory notes in the box below				

Standard Two: University of Maine at Fort Kent

Standard 2: Planning and Evaluation			
PLANNING	**Year approved by governing board**	**Effective Dates**	**Website location**
Strategic Plans ?	?		?
Immediately prior Strategic Plan	Y	2015-20	**https://www.umfk.edu/strategic-plan/2015/strategic-plan-2015-2020.pdf**
Current Strategic Plan	Y	2021-26	
Next Strategic Plan	N/A		
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan			https://www.maine.edu/general-services/capital-planning-project-management/
Academic plan			*
Financial plan	2022	22/23	https://www.maine.edu/finance/policies-procedures-and-reports/operating-budget/
Technology plan			*
Enrollment plan			*
Development plan			*
Plans for major units (e.g., departments, library)* ?			
EVALUATION			**Website location**
Academic program review			
Program review system (colleges and departments). System last updated:			? *
Program review schedule (e.g., every 5 years)			*
Sample program review reports (name of unit or program)*			
Business Management			? *
Environmental Studies			*
Nursing			*
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			*
Sample program review reports (name of unit or program)*			
Other significant institutional studies (Name and web location)*			**Date**
Example: Advising: www.notrealcollege.edu/advising			*2014*
*Insert additional rows, as appropriate.			
Please enter any explanatory notes in the box below			
*5 Year Reviews and Institution-wide plans are internally managed through Academic Affairs; *Technology plan, *Enrollment plan, *Development plan are internally mangagement by campuses executive council; *Program evaluation and reviews completed-2022			

Standard 2: Planning and Evaluation			
PLANNING	**Year approved by governing board**	**Effective Dates**	**Website location**
Strategic Plans ?	?	?	?
Immediately prior Strategic Plan	2014	2014-2020	**https://docplayer.net/14609311-University-of-maine-at-presque-isle-2020-strategic-plan.html**
Current Strategic Plan	pending	2021-2025	https://www.umpi.edu/offices/president/message/umpis-strategic-plan-2025/
Next Strategic Plan	2025	2026-2030	
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	2018	2018-28	https://drive.google.com/file/d/1FTof9d8U7Lu0HDDYGIgLYcJYlc3PWCiZ/view?usp=sharing
Academic plan			
Financial plan			
Technology plan			
Enrollment plan	2021	2022-24	https://docs.google.com/document/d/1-xwak2d9p7kJ11G0btJLBQS-nic-b9t6/edit?usp=sharing&ouid=114304950208037632864&rtpof=true&sd=true
Development plan			
Plans for major units (e.g., departments, library)*			
?			
EVALUATION			**Website location**
Academic program review			
Program review system (colleges and departments). System last updat ?			
Program review schedule (e.g., every 5 years)			
Sample program review reports (name of unit or progra			
		?	
System to review other functions and units			
Program review schedule (every X years or website location of schedule)			
Sample program review reports (name of unit or progra			
Other significant institutional studies (Name and web location)*			**Date**
Example: Advising: www.notrealcollege.edu/advising			*2014*
*Insert additional rows, as appropriate.			
Please enter any explanatory notes in the box below			

PLANNING		Year approved by governing board		Effective Dates		Website location
Strategic Plans	?		?		?	
Immediately prior Strategic Plan		2009		2009-2014		https://usm.maine.edu/sites/default/files/accreditation/preparing_usm_for_the_future.pdf
Current Strategic Plan		2020		2020-2025		https://usm.maine.edu/president/five-year-plan
Next Strategic Plan						Draft in Progress - not publicly available
		Year completed		**Effective Dates**		**Website location**
Other institution-wide plans*						
Master plan		2019		January, 2019		https://usm.maine.edu/president/master-plan
Academic plan		2018		2018-2028		https://usm.maine.edu/provost/vision-2028-0
Financial plan						System
Technology plan						System
Enrollment plan						
Development plan		2020		2020-2025		https://greatuniversitycampaign.com/
Plans for major units (e.g., departments, library)*						
?						

EVALUATION						Website location
Academic program review						
Program review system (colleges and departments). System last updated:					?	https://mycampus.maine.edu/documents/631356/20575834/Academic+Program+Review+Update+2018.pdf/6b866199-68bd-20ef-2222-5c01bd216b90?t=1621624994797
Program review schedule (e.g., every 5 years)						7 years
Sample program review reports (name of unit or program)*						
School of Business					?	https://usm.maine.edu/sites/default/files/school-of-business/USM%20CIR%20Report%20%282019%29.pdf
System to review other functions and units						
Program review schedule (every X years or website location of schedule)						N/A
Sample program review reports (name of unit or program)*						
Other significant institutional studies (Name and web location)*						Date
*Insert additional rows, as appropriate.						
Please enter any explanatory notes in the box below						

I. Governing Board

Description

Organization and governing Board

The Charter (P&S Laws 1985, chapter 532 as amended) of the University of Maine System (UMS), state law (Title 20-A MRSA, chapter 411), and the UMS Board of Trustees (Board) bylaws (Section 103) and policies describe the public policy on higher education, the authority and responsibilities of the Board and its appointed officers (Chancellor, Presidents, Treasurer, and Clerk), and the governance relationship among the Board, administration, faculty, and students.

The Board is the legally constituted body ultimately responsible for UMS's quality and integrity. This authority and responsibility are vested through Maine state statutes and Section 4 of the UMS charter. The Board comprises 16 members, 15 of whom are appointed by the Governor and approved by the Maine legislature through a public confirmation process. The appointment process is meant to ensure that the Board is sufficiently independent to act in the best interests of all UMS universities. Fourteen trustees are appointed for five-year terms, a full-time student serves as a voting member for a two-year term, and the State Commissioner of Education serves as an *ex officio* voting member.

The Board has adopted policies and bylaws defining its governance authority, responsibilities, and procedures. Each university has a president who reports to the Chancellor. The structure of the System is supplied in organizational charts that display the working order of the institution (see pp. XXVI-XXXIV). The Chancellor oversees UMS academic, research, administrative, finance, and development functions.

Board members are bound by a code of ethical conduct. Article 1, Section 1.2c of the UMS policy manual reads: "A Board member shall not vote on a matter in which he or she has a financial interest[,] and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees." In addition, the Board's operating principles require that its members:

- Be accountable for governance, policy-making, and making decisions that are the responsibility of the Board of Trustees.
- Understand and respect the public's need for trust in office holders. Avoid conflict of interest concerns, both real conflict and the possibility of perceived conflict.
- Understand UMS finances.
- Be forthright with concerns. Concerns should be brought forward as they arise to the Board Chair, the Chancellor, or the appropriate committee chair.
- Advocate for higher education with the public and elected officials in coordination with, and awareness of, the Chair, Chancellor, and System senior staff.

The elected Chair and Vice Chair and committee chairs form the Board's Executive Committee. They organize the Board's work and represent the broader body as required. The Board applies an inclusive process and develops consensus collectively. On major decisions— e.g. hiring a Chancellor or President, approving a budget or a tuition increase, or altering a university's mission— the Board acts through a deliberative process.

The Board Chair is evaluated annually, and other Board members complete an annual self-assessment. These practices are referenced in Board bylaws under Article II, Section 2.3 and Section 2.6. The Board communicates regularly with the Chancellor and UMS senior staff.

The Board makes policy for UMS and oversees its implementation, provides leadership within UMS and in the state, and is committed to strengthening postsecondary education, the unique characteristics of each UMS university and the Law School, and UMS as a whole. The Board is responsible for hiring the Chancellor and plays a central role in hiring university Presidents.

The Board advocates aggressively for resources to support UMS and is responsible and accountable for resource stewardship. In 2018, the Board released a Declaration of Strategic Priorities to Address Critical State Needs that guided resource allocation and investment until 2021.

The Board is the UMS governing and planning body and is responsible for supporting and enhancing its mission, providing sound financial management, exercising prudent stewardship of assets, evaluating the Chancellor and Presidents, allocating resources and planning strategies for programs that most effectively serve the educational needs of citizens, developing and maintaining a strong system of accountability to the public for performance results, visibly advocating for higher education as a means to strengthen the economy and communities of the state, and establishing mechanisms for review and approval of programs. It has final authority over all matters in its jurisdiction, including all educational, research, and public service policies, financial policy, and the relation of UMS to the state and federal governments.

At the UMS level, there is a student Board representative from each university and one student trustee. At the campus level, various structures exist. Some universities have student senates that present reports to the Faculty Senate, and others (like the University of Maine) have undergraduate and graduate student representatives to the Faculty Senate and to the Provost's Council. Each of the seven universities has a faculty governance body (senate or assembly). The Law School is governed by its own Faculty Personnel Policies addressing initial appointment, reappointment, promotion, and reappointment with tenure.

The Board includes the non-voting roles of faculty and student representatives. Board policy provides for one faculty member and one undergraduate student from each of the seven universities, and two graduate students representing the universities that house expanded graduate programs. There is also a student representative from the Law School. A faculty representative and student representative serve on the Board's Academic and Student Affairs Committee (ASA) and Finance, Facilities and Technology Committee (FFT). They are not present for Board executive session meetings.

Internal UMS governance
The Board appoints the Chancellor, UMS Presidents, the Treasurer of the Board, and the Clerk of the Board. It also approves members of the Boards of Visitors for each UMS university. The responsibilities and authority of these officers and the Boards of Visitors members are defined in the charter, state law, and the Board's bylaws and policies.

The Board conducts its business through meetings of the full Board and its standing committees: Executive Committee; Academic and Student Affairs Committee; Audit Committee; Finance, Facilities and Technology Committee; Investment Committee; and Human Resources and Labor Relations Committee. The Board annually engages in a self-

evaluation process and an evaluation of the Board Chair's performance. The full Board meets as a whole in person six times per year to conduct business. (During the first two years of the pandemic, the Board and its committees met via Zoom. In-person meetings resumed in March 2022.) The standing committees meet in the intervening weeks. The Board holds an annual two-day retreat and a yearly summit with the Boards of Visitors of all UMS universities.

Under state law, the Chancellor is the chief administrative and educational officer of UMS. The Chancellor provides leadership to UMS in addressing the state's highest priority needs; establishes a vision and planning to provide quality education that is affordable and accessible for students and strengthens the economy of the state; promotes planning for academic and student affairs, outreach and community services, financial operations, capital plans, and resource allocations; prepares operating and capital budgets, appropriation requests, and bond issues; takes an active role in the nomination, appointment, and evaluation of the university Presidents and other major staff positions; develops and enacts an effective statewide public relations and legislative program; provides centralized management oversight of services; and coordinates academic offerings.

The Chancellor, Presidents, Law Dean, Vice Chancellors, and additional UMS senior staff comprise the Presidents Council and serve as the UMS leadership team.

The Treasurer of the Board has custody of all monies received, makes all expenditures upon authentication, exercises revenue bonding authority with the approval of the Board, and prepares the annual UMS financial report. The Clerk of the Board manages Board affairs and records all proceedings.

The Presidents and Law Dean serve as the chief administrative and educational officers of their universities, with responsibility for day-to-day operations and development of the

academic program within the limits defined by the Board and the Chancellor. Presidents are responsible for five major areas of campus governance: academics, research, finances, infrastructure, and public service/community engagement. (Following a multi-stage service centralization process, UMS is responsible for environmental safety, human resources, facilities maintenance, IT, risk management, procurement, and travel.)

Per Board policy, the Chancellor conducts an annual review of each President. Comprehensive reviews are conducted in the third year of a President's initial term and every fourth year thereafter. The Chancellor reports the outcome of each review to the Board.

Four Vice Chancellors, all reporting to the Chancellor, oversee primary UMS academic and administrative operations in academic affairs, finance, research and innovation, and strategic initiatives. The current Vice Chancellor for Strategic Initiatives is also UMS Chief Legal Officer and the Chancellor's Chief of Staff.

The Chief Academic Officers Council (CAOC) comprises the six university Provosts, the Law School's Vice Dean, the University of Maine at Machias's (UMM) Dean and Director, and the Vice Chancellor for Academic Affairs (VCAA) and his staff. The group works collaboratively to formulate academic procedures and manage the UMS academic portfolio.

At UMFK and UMPI, the President also serves as CAO. At four other UMS universities, the CAO is a separate executive leadership position reporting to the President. Under a new UM-UMM organizational chart approved by the Board in March 2022, the UMM Dean and Director reports to the UM Provost.

The CAOC reviews and maintains policies and procedures for admission, retention, and completion of programs as a part of the program development process, and ensures consistent application across UMS. With input from the CAOC, the VCAA decides on proposed substantive changes to existing academic programs and makes recommendations to the Chancellor on program approval, suspension, and elimination. The Chancellor in turn advances the VCAA's recommendations to the Board for final action.

The universities and Law School manage their budgets individually. The needs and aspirations of each are represented in annual budgeting processes, one-time allocation decisions, and short- and long-term fiscal planning. Tuition revenue, state appropriation, research dollars, and other sources of revenue are carefully managed in support of each university's teaching, research, and service mission.

Each university has an organizational structure, decision-making processes, and policies that reflect its mission and support institutional effectiveness. Each has a published mission statement approved by the Board. UMS and its universities adhere to published statements on shared governance. An example of faculty shared governance is the review of proposals for the creation, elimination, and reorganization of academic programs, a process followed by each university's faculty senate or faculty assembly.

Collective bargaining
UMS has six collective bargaining units. Full-time faculty are represented by the Associated. Faculties of the University of Maine System (AFUM/MEA); part-time and adjunct faculty are represented by the Maine Part-time Faculty Association (AFT-Maine, AFL-CIO); professional staff are represented by the University of Maine Professional Association (UMPSA/MEA); classified staff are represented by the University of Maine Clerical, Office, Laboratory and Technical Unit (C.O.L.T./ACSUM/MEA); University of Maine clerical and physical facilities staff are represented by the Teamsters; and university police bargain as the Fraternal Order of Police Lodge #100. All contracts are renegotiated on a two-year cycle and negotiations with all these entities are conducted at the UMS level.

Appraisal

Unified accreditation language and internal management of NECHE activity
In September 2021, following several months of discussion internally and with NECHE staff, the UMS Presidents' Council adopted 1) language describing the NECHE accreditation of UMS, its universities, and the Law School, and 2) a process for the internal management of NECHE visits, reports, and correspondence. The latter was applied successfully last fall to a UMF substantive change proposal, and to a report and site visit addressing UMA's prison education programs.

Multi-university academic programs and the Cooperating Departments provision
The AFUM collective bargaining agreement includes a provision on Cooperating Departments. The provision states the terms and conditions in which faculty at two or more UMS universities can cooperate to teach courses in each other's programs.

Some faculty have expressed concern that UMS has not engaged with this provision adequately, and purport that UMS seeks instead to offer a degree program or programs taught at multiple universities and awarded by UMS. UMS has responded to this concern in prior correspondence with the Commission.

Composition of the University of Maine System Board of Trustees
Faculty and staff have no vote on the Board and are not included in Board executive sessions. A voting student trustee appointed for a two-year term participates in executive sessions. Legislation proposed in 2020 to expand the Board to include faculty and staff as appointed and voting trustees was not successful. A similiar proposal in 2022 was also unsuccessful.

Post-unified accreditation staffing changes
In August 2020, UMS hired an Associate Vice Chancellor for Academic Affairs, followed by an Associate Vice Chancellor for Accreditation and Strategic Initiatives that December. These are new positions, as are the Vice Chancellor for Research and Innovation (the incumbent is also the President of the University of Maine) and the Vice Chancellor for Strategic Initiatives and Chief Legal Officer, both announced by the Chancellor in March 2021. In keeping with UMS's commitment to maximize existing resources under unified accreditation, the four positions were filled by personnel internal to UMS and its universities.

Some faculty expressed concern in 2020 when the then-Interim Vice Chancellor for Academic Affairs (VCAA) was appointed to the permanent position without a search or faculty input, and in 2021 when the Chancellor announced a rewriting of the position description for that role to better align with the incumbent VCAA's skills. In the latter instance, the concern was that the VCAA did not meet the previous position criteria. In correspondence with NECHE, UMS has responded to concerns about the four positions voiced by the current AFUM President.

Faculty governance
Under state law, UMS faculty enjoy traditional academic freedoms in teaching, research, and expression of opinions, and faculty are to be consulted in the formulation of academic policies. The *Statement on Shared Governance* approved by the Board in 2007 affirms the Board's support of governance systems and processes characterized by collaboration among the Board, administration, faculty, staff, and students in communication and decision-making. The statement also sets forth the Board's commitment to fostering an atmosphere of trust, communication, and participation through an approach to governance whereby the talents and collective intelligence of the UMS community are used to make effective and efficient decisions.

All UMS universities have faculty and student senates or assemblies—and in some cases, professional and classified staff senates or assemblies— that engage in university-level shared governance.

Establishment and progress of the UMS Faculty Governance Council
To foster a unifying System-wide mechanism for shared governance for academic collaborations and programs involving two or more UMS universities, the Chancellor invited university faculty senate and assembly leaders to meet with him and members of his senior staff in January 2020. At that meeting, the faculty leaders agreed that during the nascent stages of a unified approach to shared governance, the seven senate/assembly presidents, with the VCAA participating *ex officio*, would form a UMS Faculty Governance Council (Council) to address multi-university academic and curricular policy and programming.

The Council serves as an instrument for exercising faculty purview over multi-university programs and related academic initiatives, ensuring that UMS meets NECHE expectations that faculty have primary responsibility for the content, quality, and effectiveness of the curriculum, and a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy relating to their areas of responsibility and expertise.

As of spring 2022, the Council is confirming its alignment with individual university faculty governance bodies— assemblies and senates— and with existing frameworks and contractual language offered by AFUM for Cooperating Departments (see above). The Council is also working with faculty and university and UMS leadership to refine its own comprehensive structure as well as policies and practices buttressing shared internal academic governance and offering a platform for equal representation of all universities and their stakeholders.

One issue UMS shared with the Council and sought its input on is the development of a governance structure to accompany the implementation of the new UMS learning management system (LMS), Brightspace. UMS fully migrated from its prior LMS to Brightspace in fall 2020 following summer 2020 pilots.

The Faculty Governance Council is responsible for attentiveness to issues relevant to multi-university programs, defined as those involving two or more universities collaborating to develop, deliver, and maintain a single program: degree, certificate, or other credential. The Council will offer an appropriate framework of ensuring consistent oversight of sustainable multi-institutional programming proposals aligned with UMS strategic initiatives under unified accreditation.

As noted in the spring 2021 NECHE evaluation team's report to the Commission, the Council has grappled with defining its role (as consultative or advisory rather than as a decision-making body). It has also wrestled with how best to work alongside existing university-level governance structures and serve as a resource for communication and coordination with UMS leadership while not superseding university structures. Two additional challenges have been 1) designing a workflow allowing for more interaction with university faculty without compromising nimbleness; and 2) managing the growing pains of an expanded group and the general resistance that occurs during a change process.

The Council has met regularly since September 2020 to address these issues, and continues to participate in UMS-led unified accreditation efforts. The Council has reached positive outcomes in several areas, including:

- drafting a charter and determining the composition of its membership
- optimal size of the Council
- representation from stakeholder groups (e.g. AFUM)
- development of an internal leadership structure, including a co-chair model
- inclusion in the charter of an evaluation clause outlining how and when the Council will review, and possibly revise, it.

The Council continues to pursue final resolution on its charter. Six of the seven university faculty bodies and the Law School faculty body have approved it.

The evaluation clause and its attendant review mechanism are important. The review will help the Council assess whether the Council has been effective in fulfilling its intended purpose, and whether its structure and functions, as defined in its charter, have supported or undermined the universities' respective missions.

The Council has been directly engaged in a number of UMS initiatives. It has helped place faculty representatives on the Unified Catalog project management team and on the two self study data teams (Data First and E Series). The Council met with the previous NECHE evaluation team in May 2021, and took part in Chancellor Malloy's comprehensive review in March 2022. The Council has also reviewed plans and proposals tied to four System-wide initiatives: the UMS librarians' strategic plan (in 2021); UMS learning management system governance structure proposals (in 2020-21); UMS course (coding) component data standards proposals (ongoing); and a review of UMS Academic Practice Letters (APLs) led by the Vice Chancellor for Academic Affairs (ongoing).

Some faculty view the role of the Council as unclear, with concerns that it not supersede university faculty senates and assemblies. A charter revision has been developed and shared with the Council that addresses these concerns. A related faculty concern is that distinctions between the Council and university-level shared governance should be more
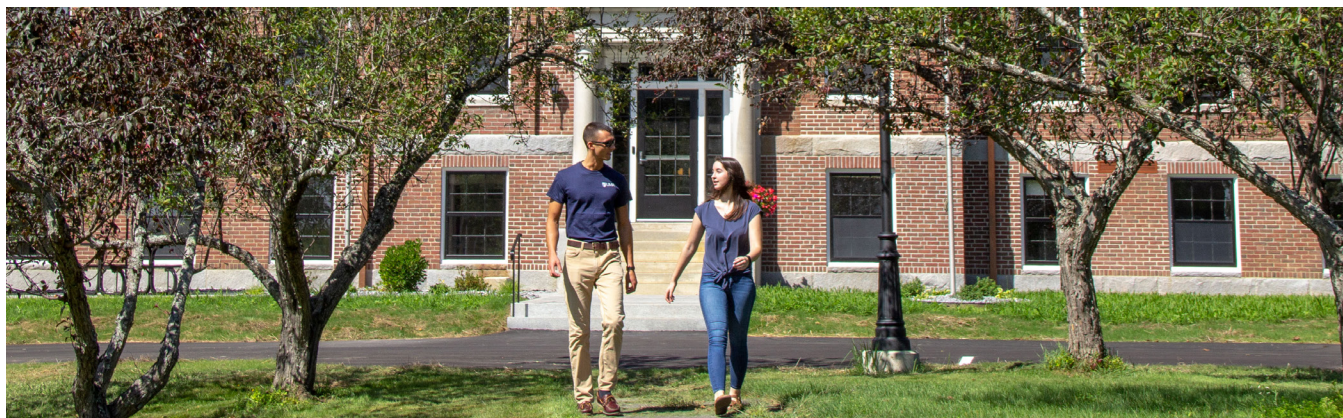
fully articulated, and that department/program and university-level faculty governance of academic matters must be respected.

University governance concerns
Notwithstanding policies that articulate faculty responsibility for academic programs, some faculty contend that recent UMS initiatives to share or merge programs across universities, including the unique partnership between UMM and UM have, in practice, blurred the lines of responsibility for programs and faculty. (Since 2017, UMM has been a regional campus of UM and shares its administrative personnel.) For example, the merger of faculty from more than one UMS university into a single program or unit has raised questions about criteria for appointment to the graduate faculty of each university, promotion and tenure criteria, and related matters.

Update on the Maine Business School
In 2018, UM and UMS reorganized the UM Business School (MBS) as the Graduate School of Business (GSB) and the Undergraduate School of Business. The GSB will house planned future graduate programs in business for UMS universities. GSB faculty include UMaine faculty with graduate appointments, and USM faculty with graduate appointments in the MBS. The GSB offers an online UM MBA led by a Dean based in Portland who reports to the UM Provost.

Per the agreement between UMS and the Harold Alfond Foundation, which provided critical support for the development of the multi-university MBS, the only UMS MBA to be offered is the UM MBA; the face-to-face USM MBA is no longer delivered. Some faculty view this as a reduction of choice for students, and have expressed concerns about resource waste and the possible influence of donors on curricular and programmatic matters. UMS has responded to these and related concerns about the MBS voiced by the current AFUM President and others in pre-unified accreditation reporting (see the 2019 UM-UMM self study, pp. 20 and 65-66) and in more recent correspondence with the Commission.

MBS governance concerns have also been addressed in part by UM and USM graduate faculty's December 2018 adoption in principle of a governance document for the GSB. The document reflects substantive faculty engagement in establishing a) a process and criteria for appointment and reappointment; b) participation, including voting, in matters of GSB curriculum and governance, meetings, rules of order, quorum, and agenda setting; and c) committees. The committee structures establish faculty governance roles in the coordination and delivery of business programs; budget management, course scheduling, faculty teaching assignments, and matters of accreditation; and curriculum, including assurance of "a well-documented and systematic process for determining, revising, and assessing degree program learning goals."

The MBS and its GSB have added a new major in sport management in the BSBA program and receiving approvals for two new concentrations for learners in the Maine MBA. Led by faculty, MBS has developed DEI programming that includes film screenings and discussions alongside training for faculty and staff.

The MBS and its GSB obtained unit accreditation with AACSB after NECHE granted unified accreditation to UMS in 2020. This step means the MBS and its GSB are the unit of focus for AACSB accreditation. As support from the Harold Alfond Foundation ends in fiscal year 2022, UM has budgeted the $1.2 million needed for two faculty lines, a GSB Dean's position, adjunct salaries, and an administrative assistant for fiscal year 2023. The MBS has contributed $50,000 toward technology in a classroom to enhance connectivity between the new home for the GSB in 2023 (in Portland) and the UM MBS home in Orono.

Enrollment in both the BSBA and MBA programs is strong, with 1,687 (unduplicated) for fall 2021 and expectations for 1,500+ for fall 2022. Working with a marketing firm, MBS

and GSB leadership have invested in developing a combined value proposition. Available in Orono, Portland, and online, the MBS and GSB is comprehensive and competitive.

The Unified Catalog initiative
As described in the April 2021 UMS progress report to NECHE on unified accreditation:

> [E]ach UMS university's academic programs and courses are currently housed in separate, university-specific "instances" in our "MaineStreet" (PeopleSoft) academic catalog[ue], with limited functional capacity for interaction. As a consequence, there is presently no way for data about courses, credit transfer, registration, billing, and related functions to be shared easily between or among UMS universities via MaineStreet. What should be a seamless academic experience supported by an efficient, behind-the-scenes flow of information available to students and faculty across UMS institutional boundaries is instead frequently frustrating for students, faculty, professional advisors, and academic and student support staff (p. 6).

In response to that challenge, the Unified Catalog initiative seeks to remove barriers and increase opportunities for students, faculty, and staff by expanding access to courses and schedules offered across our universities while ensuring that we indicate how— and which— courses align with a student's academic program. This is true for students taking a single course at one university to fill an elective or gap in their program at their home university, and for students enrolled in a collaboratively delivered multi-university course or program.

Specific goals include:
1. Making links to the Schedules of Classes of all of our universities and the University of Maine School of Law visible and searchable in a single place within a student's MaineStreet portal for all students at all of our universities and the Law School.
2. Making links to the Academic Catalog[ue]s of all of our universities and the University of Maine School of Law available to all students in a single place within a student's MaineStreet portal.
3. Working with faculty, registrars, financial aid directors, professional advisors and others to align technical and procedural elements of academic policy and practice (where appropriate) to eliminate obstacles and foster conditions for success for students, faculty, and staff.
4. Supporting the development and delivery of high-quality multi-university academic programs, collaborative courses, and related academic pathways and partnerships.
5. Improving transfer, retention, time-to-degree, and related student success indicators through achievement of the goals outlined above.

This work is led by the Associate Vice Chancellor for Accreditation and Strategic Initiatives and a project team of administrative and professional staff from all of our universities, and includes representatives identified through the UMS Faculty Governance Council. Work is underway in earnest on goal #3 above. As of May 2022, faculty across UMS are reviewing three initial areas of proposed changes to policy and practice: 1) an alignment and format change for an academic form; 2) alignment of facets of transfer activity; and 3) alignment of the undergraduate residency requirement across UMS — in a draft process and timeline document describing how and when that work will be done.
Some faculty have expressed distrust over the creation and future uses of such a catalogue. Others have embraced the concept. (Note: the Unified Catalog effort will not result in a single System-wide catalogue. Each university will retain its own catalogue. The exception is the development of a single catalogue for UM and its regional campus, UMM. That project predates the Unified Catalog work and is not connected to it.)

Faculty concerns about communication and shared governance
Some faculty have reported concerns about delays in information-sharing, lack of information, or short deadlines for feedback on UMS policies and initiatives. Faculty

Senates have, on occasion, requested improved communications from the UMS administration and/or passed resolutions regarding faculty control over curricula and Board policy. UMS has responded in detail to concerns shared with NECHE by the current AFUM President about communication in relation to the June 2020 UMS substantive change request for UMS accreditation.

Projection

As noted above, in coordination with NECHE staff, UMS developed a protocol for managing site visits, reports, and correspondence with the Commission in September 2021. The protocol reflects UMS's Guiding Principles for Unified Accreditation and was endorsed by the UMS Presidents Council. It will ensure Presidents are directly engaged in NECHE business relevant to their universities, that the UMS NECHE accreditation liaison officer supports university accreditation officers in annual reporting and related reporting (e.g. substantive changes), and that communication between and among UMS, its universities, its Law School, and NECHE is clear and consistent.

UMS's commitment to transparency about unified accreditation, System-wide strategic planning, and ongoing strategic initiatives continues to be reflected in our practices and communication. Chancellor Malloy visits every UMS university and the Law School at least once each semester (fall and spring), and communicates periodically with the entire UMS community via email and other messaging. He also shares a weekly update with the Board, and those messages are posted publicly on the UMS site. Pages on the UMS website focused on unified accreditation and the Unified Catalog initiative are updated monthly. Other initiatives with dedicated pages include UMS strategic planning and UMS TRANSFORMS.

UMS anticipates continued progress in implementing effective shared governance structures, including the UMS Faculty Governance Council, and corresponding progress in other areas. For example, the Law School's Faculty Personnel Policies governance document is under active review as of spring 2022, and as noted above, the Faculty Governance Council continues to work out its policies and processes.

Photo credit: Blind Dog Photo, courtesy of Wright-Ryan Construction

Standard 3: Organization and Governance	
(Board and Internal Governance)	
Please attach to this form:	
1) A copy of the institution's organization chart(s).	
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the	
legal authority of the institution to award degrees in accordance with applicable requirements.	
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and	
Name of the sponsoring entity	University of Maine System
Website location of documentation of relationship	https://www.maine.edu/universities/
Governing Board	**Website location**
UMaine By-laws	https://umaine.edu/bov/bylaws/
UMM By-laws	https://machias.edu/about-umm/board-of-visitors/
UMaine Board members' names and affiliations	https://umaine.edu/bov/home/
UMM Board members' names and affiliations same as above	https://machias.edu/about-umm/board-of-visitors/
UMS Board committees *	**Website location or document name for meeting minutes**
Board of Trustees Membership	https://www.maine.edu/board-of-trustees/board-membership/
Board of Trustees Minutes	https://www.maine.edu/board-of-trustees/meeting-minutes/
Finance/Facilities/Technology Committee	
Academic & Student Affairs Committee	
Audit Committee	
Human Resources & Labor Relations Committee	
Investment Committee	
Subcommittee for Nomination of Officers	https://www.maine.edu/board-of-trustees/committee-responsibilities-and-membership/
Subcommittee for Chancellor Searches	
Presidential Search Committees	
Trustees on Other Committees	
UMS Representative to the Maine Public Broadcasting Corp	
Pulp and Paper Foundation	
University of Maine Foundation	
Maine Center Ventures	
Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
UMaine Faculty Senate	https://umaine.edu/facultysenate/senate-membership-roster/
UMaine Faculty Senate Committees	https://umaine.edu/facultysenate/committees/
UMM Faculty Senate	https://machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/faculty-president-vice-president/
UMaine University Research Council	https://umaine.edu/research/university-research-council/
UMM University Research Council	N/A
UMaine Cultural Affairs Committee	https://umaine.edu/president/culturalaffairs/
UMM Cultural Affairs Committee	https://machias.edu/academics/wp-content/uploads/sites/16/2020/01/catalog_0709.pdf
UMaine Committees of the Administration	https://umaine.edu/provost/committees/
UMM Committees of the Administrations	https://machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/faculty-standing-committees/
Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
University of Maine Student Government, Inc.	https://umaine.edu/umsg/
Graduate Student Senate	https://umaine.edu/gsg/directory/
General Student Senate	https://umaine.edu/umsg/general-student-senate/
Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
UMaine Undergraduate Program Curriculum Committee	https://umaine.edu/upcc/
UMM Undergraduate Program Curriculum Committee	https://machias.edu/academics/faculty-handbook/section-ii-organizational-structures-relationships/curriculum-committee/
*Insert additional rows as appropriate.	
Please enter any explanatory notes in the box below	
University of Maine Organizational Charts: (see electronic workroom UM/UMM/Standard 3 folder)	
Copy of Degree granting status: (see electronic workroom UM/UMM/Standard 3 folder)	

Standard Three: University of Maine and Univ. of Maine at Machias

		Standard 3: Organization and Governance					
		(Locations and Modalities)					
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)							
(Insert additional rows as appropriate.)					Enrollment*		
	Location (City, State/Country)		**Date**	**2 years**	**1 year**	**Current**
?				**(FY 2020)**	**(FY 2021)**	**(FY 2022)**
? Main campus	Orono, Maine/U.S.		2/25/1865	13,426	14,044	14,141
? Other principal campuses	N/A					
? Branch campuses (US)	Machias, Maine/U.S.		2/27/1909	967	1,102	1,229
? Other instructional locations (US)	Belfast, Maine/U.S. (Hutchinson Center)		2000	195	99	12
Other instructional locations (US)	Portland, Maine/U.S. (Graduate School of Business)		2018	17	53	16
? Branch campuses (overseas)	N/A		N/A			
? Other instructional locations (overseas)	N/A		N/A			
Educational modalities				Enrollment*		
	Number of programs		**Date First**	**2 years**	**1 year**	**Current**
Distance Learning Programs				**(FY 2020)**	**(FY 2021)**	**(FY 2022)**
Programs 50-99% on-line	5		8/1/2011	112	124	156
Programs 100% on-line	66		8/1/2011	916	1,377	1,718
? Correspondence Education	N/A		N/A	N/A	N/A	N/A
Low-Residency Programs	N/A		N/A	N/A	N/A	N/A
Competency-based Programs	N/A		N/A	N/A	N/A	N/A
Dual Enrollment Programs	Aspirations, Academ-e, Bridge Year		2004, 2006, 2013	877	1,488	1,374
Contractual Arrangements	N/A		N/A			
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
- Online degree programs started in 2011. Additional programs developing yearly. Dual enrollment programs include UMaine's three programs offered to high school students: Academ-e, Aspirations, and the Bridge Year programs. - Number of on-line programs and enrollment in on-line programs include bachelor's and master's degrees, as well as Title IV and non-Title IV certificate programs. - Hutchinson Center enrollment reflects the 12-month unduplicated count of students enrolled in at least one course at the location.						

Standard 3: Organization and Governance		
(Board and Internal Governance)		
Please attach to this form:		
1) A copy of the institution's organization chart(s).		
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the		
legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.		
Name of the sponsoring entity	University of Maine System	
Website location of documentation of relationship	http://www.maine.edu/	
Governing Board	**Website location**	
By-laws	http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/	
Board members' names and affiliations	https://www.maine.edu/board-of-trustees/board-membership/	
Board committees *	**Website location or document name for meeting minutes**	
Executive Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/executive-committee/	
Academic & Student Affairs Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/academic-and-student-affairs-committee/	
Audit Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/audit-committee/	
Finance/Facilities/Technology Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/finance-facilities-technology/	
Human Resources & Labor Relations	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/human-resources-and-labor-relations/	
Investment Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/investment-committee/	
Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**	
Faculty Senate	https://mycampus.maine.edu/group/uma/faculty-senate	
Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**	
Student Government Association - General Assembly	https://www.uma.edu/student-life/sga/	
Student Government Association - Augusta	https://www.uma.edu/student-life/sga/	
Student Government Association - Bangor	https://www.uma.edu/student-life/sga/	
Student Government Association - Constitution and Bilaws	https://mycampus.maine.edu/group/uma/student-government?p_l_back_url=%2Fgroup%2Fuma%2Fsearch%3Fq%3Dstudent%2Bgovernment	
Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**	
Diversity, Equity, and Inclusion Council (DEI Council)	https://www.uma.edu/about/president/dei-council/	
*Insert additional rows as appropriate.		
Please enter any explanatory notes in the box below		

Standard Three: University of Maine at Augusta

	Standard 3: Organization and Governance (Locations and Modalities)					

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

		Location (City, State/Country)	Date Initiated	Enrollment*		
				2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
?	Main campus	Augusta, Maine	1965	1,182	752	772
?	Other principal campuses	Bangor, Maine	1985	474	322	276
?	Branch campuses (US)	NA	NA	NA	NA	NA
?	UMA Centers	Statewide (Maine)	1976	943	457	288
?	Branch campuses (overseas)	NA	NA	NA	NA	NA
?	Other instructional locations (overseas)	NA	NA	NA	NA	NA
	Early College	Statewide (Maine)	2009	1,033	1,170	1,419
	Bridge Year			118	134	142
	Dual Enrollment			448	438	762
	High School Aspirations			467	598	515

Educational modalities

		Number of programs	Date First Initiated	Enrollment*		
				2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
	Distance Learning Programs					
	All non-Early College students with on-line credits			4,124	4,396	4,232
	Programs 50-99% on-line	Baccalaureate: 5 Associate: 1 Undergraduate Certificate: 10	1995-96	NA	NA	NA
	Programs 100% on-line	Baccalaureate: 17 Associate: 9 Undergraduate Certificate: 36 Master: 1 Graduate Certificate: 2	1995-96	NA	NA	NA
?	Correspondence Education	NA	NA	NA	NA	NA
	Low-Residency Programs	NA	NA	NA	NA	NA
	Competency-based Programs	NA	NA	NA	NA	NA
	Dual Enrollment Programs	NA	NA	NA	NA	NA
	Contractual Arrangements involving the award of credit	NA	NA	NA	NA	NA

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Annual is defined as Summer, Fall and Spring. Enrollment for FY2022 (Current) includes Summer 2021, Fall 2021, Spring 2022. Enrollment for FY2021 (1 year prior) includes Summer 2020, Fall 2020, Spring 2021. Enrollment for FY2020 (2 years prior) includes Summer 2019, Fall 2019, Spring 2020.

Students are counted as follows: Early College students are counted in their most recent plan in the reporting period and then the remaining (non-Early College) students are counted in each location and modality through which they took credits in the reporting period.

Standard 3: Organization and Governance		
(Board and Internal Governance)		
Please attach to this form:		
1) A copy of the institution's organization chart(s).		
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.		
Name of the sponsoring entity	University of Maine System	
Website location of documentation of relationship	https://www.maine.edu/board-of-trustees/policy-manual/section-102/	
Governing Board	**Website location**	
By-laws	https://www.maine.edu/board-of-trustees/policy-manual/section-103/	
Board members' names and affiliations	https://www.maine.edu/board-of-trustees/board-membership/	
Board committees *	**Website location or document name for meeting minutes**	
Executive Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/executive-committee/	
Academic and Student Affairs Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/academic-and-student-affairs-committee/	
Audit Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/audit-committee/	
Finance, Facilities, and Technology Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/finance-facilities-technology/	
Human Resources & Labor Relations Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/human-resources-and-labor-relations/	
Investment Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/investment-committee/	
Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**	
UMF Faculty Senate	TBA	
UMF President's Council	TBA	
UMF Academic Leadership Council	TBA	
UMF Board of Visitors	TBA	
Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**	
UMF Student Senate	TBA	
Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**	
*Insert additional rows as appropriate.		
Please enter any explanatory notes in the box below		

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

		Location (City, State/Country)	Date Initiated	Enrollment*		
(Insert additional rows as appropriate.)				2 years prior	1 year prior	Current year
?				(FY2019)	(FY 2020)	(FY 2021)
?	Main campus	Farmington, ME	09/01/1864	2,821	2,354	2,292
?	Other principal campuses					
?	Branch campuses (US)					
?	Other instructional locations* (US)	Augusta, UMA Campus	9/17/2016	8		
	*All locations in Maine, USA.	Brunswick, UMA Center	1/24/2015			3
		Ellsworth, UMA Center	4/24/2015	3		
		Rockland, UMA Center	1/19/2013	19		
		Saco, UMA Center	4/24/2015	15		6
		Presque Isle, UMPI	4/24/2015	18		
		South Portland, SMCC	9/1/2012	35	27	35
		Lewiston High School	1/1/2018		5	
		Mechanic Falls, Elm Street Schl	6/3/2019		16	
?	Branch campuses (overseas)					
?	Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior	1 year prior	Current year
Distance Learning Programs			(FY2019)	(FY 2020)	(FY 2021)
Programs 50-99% on-line	14	9/3/08	240	238	276
Programs 100% on-line	1	8/31/20			4
Correspondence Education	N/A				
Low-Residency Programs	N/A				
Competency-based Programs	N/A				
Dual Enrollment Programs	Aspirations / Dual Credit		89	107	84
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

All graduate degrees and certificates are 50-99% online.

Standard 3: Organization and Governance		
(Board and Internal Governance)		
Please attach to this form:		
1) A copy of the institution's organization chart(s).		
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the		
legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.		
Name of the sponsoring entity	University of Maine System	
Website location of documentation of relationship	https://www.maine.edu/board-of-trustees/policy-manual/section-102/	
Governing Board	**Website location**	
By-laws	https://www.maine.edu/board-of-trustees/policy-manual/section-103/	
Board members' names and affiliations	https://www.maine.edu/board-of-trustees/board-membership/	
Board committees *	**Website location or document name for meeting minutes**	
Executive Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/executive-committee/	
Academic and Student Affairs Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/academic-and-student-affairs-committee/	
Audit Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/audit-committee/	
Finance, Facilities, and Technology Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/finance-facilities-technology/	
Human Resources & Labor Relations Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/human-resources-and-labor-relations/	
Investment Committee	https://www.maine.edu/board-of-trustees/meeting-agendas-materials/investment-committee/	
Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**	
UMFK Faculty Senate	TBA	
UMFK President's Cabinet	TBA	
UMFK Academic Leadership Council	TBA	
UMFK Board of Visitors	TBA	
Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**	
UMFK Student Senate	TBA	
Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**	
*Insert additional rows as appropriate.		
Please enter any explanatory notes in the box below		

Standard Three: University of Maine at Fort Kent

			Standard 3: Organization and Governance				
			(Locations and Modalities)				
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)								
(Insert additional rows as appropriate.)					**Enrollment***		
		Location (City, State/Country)		**Date Initiated**	**2 years prior**	**1 year prior**	**Current year**
?					**(FY20)**	**(FY21)**	**(FY22)**
?	Main campus	Fort Kent, Maine/USA			2,035	2,221	1,988
?	Other principal campuses	N/A					
?	Branch campuses (US)	Presque Isle, Maine/USA		2017	21	21	24
		Augusta, Maine/USA		2014	106	53	0
?	Other instructional locations (US)						
?	Branch campuses (overseas)						
?	Other instructional locations (overseas)						
Educational modalities								
					Enrollment*		
		Number of programs		**Date First Initiated**	**2 years prior**	**1 year prior**	**Current year**
	Distance Learning Programs				**(FY20)**	**(FY21)**	**(FY22)**
	Programs 50-99% on-line	N/A					
	Programs 100% on-line	3			65	230	332
?	Correspondence Education	N/A					
	Low-Residency Programs	N/A					
	Competency-based Programs	N/A					
	Dual Enrollment Programs				866	1,058	928
	Contractual Arrangements involving the award of credit	N/A					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Programs 100% online include the RN-BSN (Nursing Academic Partnerships), the Business Management degree completion program (Bachelors), and the Associate of Arts in Human Services. Transfer program in Nursing between UM-Augusta and UMFK no longer admitting.

(Board and Internal Governance)		
Please attach to this form:		
1) A copy of the institution's organization chart(s).		
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.		
Name of the sponsoring entity		University of Maine System
Website location of documentation of relationship		https://www.maine.edu/board-of-trustees/committee-
Governing Board		**Website location**
By-laws		https://www.maine.edu/board-of-trustees/policy-
Board members' names and affiliations		https://www.maine.edu/board-of-trustees/board-
Board committees *		**Website location or document name for meeting minutes**
[?] Board of Trustees		https://www.maine.edu/board-of-trustees/board-membership/
Facitlities/Financit/Technology Committee		https://www.maine.edu/board-of-trustees/meeting-agendas-materials/finance-facilities-technology/
Academic & Student Affairs Committee		https://www.maine.edu/board-of-trustees/meeting-agendas-materials/academic-and-student-affairs-committee/
Investment Committee		https://www.maine.edu/board-of-trustees/meeting-agendas-materials/investment-committee/
Human Resources & Labor Relations Committee		https://www.maine.edu/board-of-trustees/meeting-agendas-materials/human-resources-and-labor-relations/
Audit Committee		https://www.maine.edu/board-of-trustees/meeting-agendas-materials/audit-committee/
Major institutional faculty committees or governance groups*		**Website location or document name for meeting minutes**
UMPI Faculty Assembly		
UMPI Provost Council		
UMPI Uniiversity Senate		
UMPI Curriculum Committee		
UMPI Cabinet		
Major institutional student committees or governance groups*		**Website location or document name for meeting minutes**
UMPI SGA		https://www.umpi.edu/offices/student-activities-office/student-clubs-and-organizations/
Other major institutional committees or governance groups*		**Website location or document name for meeting minutes**
UMPI Board of Visitors		https://www.umpi.edu/directory/board-of-visitors/; https:
UMPI Foundation Board		https://www.umpi.edu/directory/foundation-board/
UMPI Alumni Board		https://www.umpi.edu/alumni/alumni-association/#board
*Insert additional rows as appropriate.		
Please enter any explanatory notes in the box below		

Standard 3: Organization and Governance (Locations and Modalities)					

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
❓ Main campus	Presque Isle, ME	1/1/1903	1,713	1,873	2,024
❓ Other principal campuses					
❓ Branch campuses (US)					
❓ Other instructional locations (US)					
❓ Branch campuses (overseas)					
❓ Other instructional locations (overseas					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	3	n/a	51	73	60
❓ Correspondence Education					
Low-Residency Programs					
Competency-based Programs	9	2017	163	304	476
Dual Enrollment Programs	1	2014	431	631	611
Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Our Competency-based Program are also 100% online, but are represented under Competency-based program. The programs represented under the Programs 100% on-line category are not competency-based.

Standard 3: Organization and Governance		
(Board and Internal Governance)		
Please attach to this form:		
1) A copy of the institution's organization chart(s).		
2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.		
If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.		
Name of the sponsoring entity	State of Maine/ University of Maine System	
Website location of documentation of relationship	https://www.maine.edu/universities/	
Governing Board	**Website location**	
University of Maine System By-laws	https://www.maine.edu/board-of-trustees/	
Board members' names and affiliations	https://www.maine.edu/board-of-trustees/board-membership/	
UMS Board committees *	**Website location or document name for meeting minutes**	
Finance/Facilities/Technology Committee		
Academic & Student Affairs Committee		
Audit Committee		
Human Resources & Labor Relations Committee		
Investment Committee		
Subcommittee for Nomination of Officers		
Subcommittee for Chancellor Search		
Presidential Search Committees		
Trustees on Other Committees		
UMS Representative to the Maine Public Broadcasting Corp.		
Pulp and Paper Foundation		
University of Maine Foundation	https://www.maine.edu/board-of-trustees/committee-responsibilities-and-membership/	
Maine Center Ventures		
Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**	
USM Faculty Senate	https://usm.maine.edu/facsen	
USM Gradaute Council	https://usm.maine.edu/grad/graduate-council-bylaws	
USM Professional Staff Senate	https://usm.maine.edu/prosen	
USM Classified Staff Senate	https://usm.maine.edu/clsen	
Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**	
Student Government Association	https://usm.maine.edu/sga	
Student Senate	https://usm.maine.edu/sga/student-senate	
Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**	
Inclusion, Diversity and Equity Council	https://usm.maine.edu/inclusion-diversity-equity-councill	
Core Curriculum Committee	https://usm.maine.edu/core	
*Insert additional rows as appropriate.		
Please enter any explanatory notes in the box below		

Standard Three: University of Southern Maine

Standard 3: Organization and Governance						
(Locations and Modalities)						
Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)						
(Insert additional rows as appropriate.)				**Enrollment***		
		Location (City, State/Country)	**Date Initiated**	**2 years prior**	**1 year prior**	**Current year**
?				**(FY2020)**	**(FY 2021)**	**(FY 2022)**
?	Main campus	Portland Gorham L-Auburn		10,667	10,567	10,137
?	Other principal campuses					
?	Branch campuses (US)					
?	Other instructional locations (US)					
?	Branch campuses (overseas)					
?	Other instructional locations (ove					
Educational modalities				**Enrollment***		
		Number of programs	**Date First Initiated**	**2 years prior**	**1 year prior**	**Current year**
	Distance Learning Programs			**(FY2020)**	**(FY 2021)**	**(FY 2022)**
	Programs 50-99% on-line	23		1,802	1,648	1,463
	Programs 100% on-line	5		37	253	437
?	Correspondence Education					
	Low-Residency Programs	3		196	188	173
	Competency-based Programs					
	Dual Enrollment Programs	2		1,290	1,245	1,316
	Contractual Arrangements involving the award of credit					
*Enter the annual unduplicated headcount for each of the years specified below.						
Please enter any explanatory notes in the box below						
Annual is defined as Summer, Fall and Spring. Enrollment for FY2022 (Current) includes Summer2021, Fall2021, Spring2022. Enrollment for FY2021 (1 year prior) includes Summer2020, Fall2020, Spring2021. Enrollment for FY2020 (2 years prior) includes Summer2019, Fall2019, Spring2020. *** UMS defines its' Institutions as Home vs Host when it considers Headcount, SCH and FTE. Beginning Fall 2020, Headcount, Student Credit Hours (SCH) and FTE are reported differently based on Inter-institutional Cross-listed course Host and Home definitions. The Host institution (is responsible for the faculty, and for ensuring the quality, rigor, and assessment of the course) receives the SCH.						

Description

Students at University of Maine System (UMS) universities may select from 239 undergraduate majors, 399 minors, 361 concentrations, and 25 associate degree programs. All majors in UMS introduce students to subject matter that is broad and substantive with respect to theory, content, and methods of inquiry and analysis. Students progressing through the major develop in-depth knowledge and mastery of at least one disciplinary or interdisciplinary area. Some degree programs require a minor while others require a concentration.
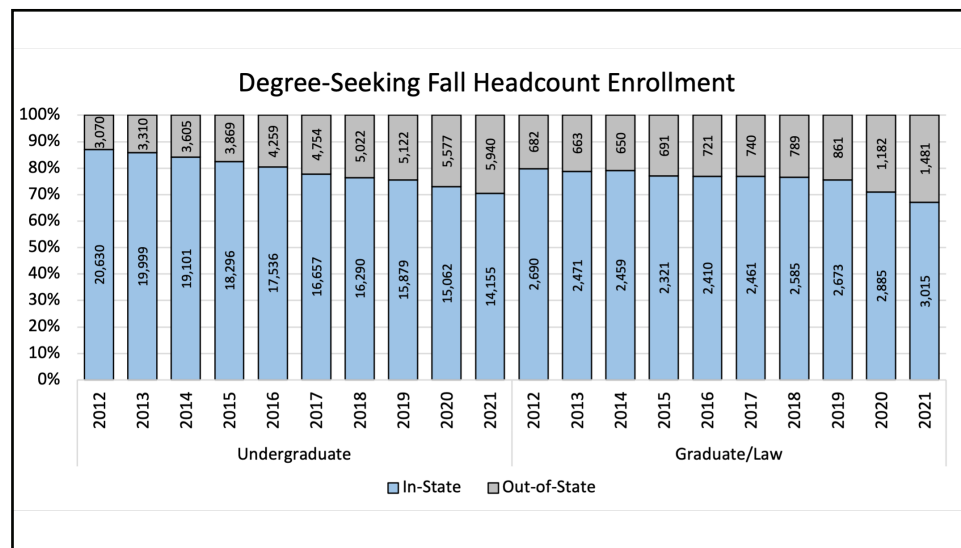
Figure 1: Degree-seeking fall headcount enrollment for UMS by level and tuition residency

Assuring academic quality

UMS offers courses and programs at its universities and Law School and at instructional centers statewide. This footprint reflects Maine's physical size and UMS's commitment to meeting the needs of a student body that is especially diverse in its access to technology, levels of degree and certificate attainment, and socio-economic means.

Each university maintains a portfolio of academic degree offerings and a system of academic approval and oversight. This system is initiated by university faculty, who control course content and program requirements. When program suspension or elimination prevents students from progressing and completing a program in the publicized amount of time, the university arranges for alternative coursework or a teach-out plan.

Program review cycles are followed at each university, and UMS policy guides program development, approval, administration, and review. Faculty have a substantive voice in these processes. Student success and program effectiveness are measured in various ways, including evidence of meeting learning outcomes and student feedback. National recognition of several programs demonstrates an external perspective on student success and program effectiveness.

Each university maintains procedures for proposing new or revised programs. Such changes are typically initiated by faculty. Proposals include a rationale addressing potential effects on students, faculty, and extant resources. Proposals advance through university levels of faculty governance and administrative oversight, with consideration at the UMS level by the Vice Chancellor for Academic Affairs (VCAA), Chief Academic Officers Council (CAOC), and Board of Trustees (Board). Through this process, UMS and its universities assure programmatic capacity and sustainability as well as alignment with NECHE standards.

When programs are eliminated, the universities continue to offer required courses or appropriate substitutions so students can progress to completion. Examples include the opportunity for UMFK students to continue their coursework through UMPI when UMFK

suspended its education program, and UMF's adding of course sections to accommodate the needs of students in the precursor of a recently revised elementary education program. At all UMS universities, program requirements are published in a variety of ways to ensure student achievement expectations are clear. Through academic and program assessment, faculty assure that student learning, information literacy, skills in inquiry, and critical judgment are connected and are appropriate to subject matter and degree level.

Undergraduate degree programs
While there is some flexibility, UMS majors require undergraduates to start with and complete foundational and supportive coursework (100- and 200-level) before progressing to more advanced coursework (300- and 400-level). Courses are sequenced so learning and expertise build throughout the academic program and culminate in a required capstone course, generally taken in a student's senior year. Suggested and required course progressions are delineated in the universities' undergraduate catalogues and are easily accessed by students from the universities' websites.

Program overviews and degree requirements for individual majors are available in the undergraduate catalogues. In many cases, this information is further available to students on college and/or departmental websites and from faculty advisors or professional advising staff. Student learning goals for academic programs are published on departmental and/or college websites.

All undergraduate degree programs include general education, major, minor, and concentration requirements that are clearly articulated in catalogues and websites. Advanced courses identify prerequisites to enrollment that may include introductory courses, a GPA threshold, required benchmarks, and/or instructor permission.

Students can select from a number of 3+3 and 4+1 programs in various fields. The Law School, for example, has established 3+3 partnerships with six of the seven UMS universities, enabling qualified students to obtain a bachelor's and a J.D. in six years. Since 2018, the Law School has enrolled 10 USM students through the 3+3 partnership, and in fall 2022 matriculated its first 3+3 student from UM. It is expected that advising students about the 3+3 option in the early years of their undergraduate program will yield additional students through this pathway.

As discussed in detail in Standard Eight, program assessment at UMS universities relies on formative and summative assessment measures and the application of findings to the continuous improvement of student learning. For example, as noted in the university's E Series data, UMFK's Rural Public Safety Administration program uses outcomes from a capstone course, an internship evaluation by the employer, and a student portfolio to improve student learning and strengthen course and program outcomes.

Students completing undergraduate or graduate programs demonstrate collegiate-level skills in the English language.

General education
Each university has a well-developed general education program and assessments that meet NECHE standards. Learning outcomes are established both broadly and for each course requirement and are assessed using indirect assessment mechanisms, including but not limited to: tracking studies completed by assessment offices, review of core courses at the assignment and syllabus level to ensure attention to outcomes, analyzing student responses on NSSE items related to the goals of general education, focus groups with students, and course-level surveys.

For example, assessment data from USM exit surveys reveal a high level of student confidence in critical thinking skills, analysis of quantitative problems, and effective independent learning.

General education requirements in each UMS undergraduate program ensure adequate breadth for all degree-seeking students. General education outcomes are defined for each baccalaureate and associate degree to include courses in the arts and sciences, humanities, mathematics, and social sciences.

The number of required credits, general education outcomes, list of courses that satisfy general education requirements, and performance expectations are housed in university catalogues and on university websites. Student academic plans define the courses that meet general education outcomes and the total credit requirements for baccalaureate and associate degree programs. Students complete the equivalent of 40 credits in general education courses for baccalaureate degrees and 20 credits for associate degrees.

The major or concentration
All UMS programs connect to specific disciplinary or interdisciplinary areas of inquiry at and beyond the introductory level. Most upper-division courses require lower-division prerequisites. Curriculum committees at each university review curriculum submissions and adjustments so prerequisite trees are maintained.

Graduate degree programs
Graduate programs are appropriately described in their scope and purpose. Proposals for new programs require specification to general program goals and precise student outcomes. Courses and requirements are individually mapped to learning outcomes. Individual graduate programs are delivered by UM, USM, UMF, UMPI, UMA, and the Law School. UMFK will begin offering a graduate program in nursing in fall 2024. UMA will begin offering a master's degree program in trauma informed management in fall 2022 with faculty from other UMS universities participating. A growing cohort of multi-university programs includes the M.S. in cybersecurity offered by UMA and USM, and a System-wide partnership of all seven universities delivering geographic information systems (GIS) programming.

The scholarship of tenured and tenure-track faculty is reviewed on a regular basis. Graduate student research is expected to lead to publishable work, whereas undergraduate student research is typically (though not always) applied more for instructional purposes. Each UMS university establishes criteria for, and expectations of, its graduate faculty.

Admissions standards across UMS graduate programs align with academic standards. Undergraduate GPAs serve as a baseline for admission in most cases. Professional references and focused application essays are used by graduate admissions committees to gauge preparedness. Faculty play an active role in developing and reviewing admissions criteria.

Each university maintains the quality and rigor of its graduate programs to ensure a progressive growth in breadth and competency. Those offering 4+1 programs explain where undergraduate work ends and graduate work begins, and stipulate limits on the number of undergraduate credits that can be applied toward the graduate program.

UMF requires a course blueprint document for every course in its graduate catalogue, including an explanation of how the course achieves graduate-level rigor. These blueprints and any revisions to them are approved by UMF's Graduate Council, a faculty committee.

As UMS has affirmed in prior correspondence with the Commission: "The institution's graduate programs conform to NECHE's Policy on Credits and Degrees. Transfer credit accepted for graduate programs is limited and typically constitutes no more than 25% of the overall credits required to earn a master's or doctoral degree. (Graduate degrees across the institution require a minimum of 30 credits, with at least an additional 30 credits required beyond the master's degree for a terminal degree.) For example, UM allows no more than six external post-baccalaureate credits for master's degree programs, and no

more than 30 credits for doctoral programs. (These are usually master's credits earned at the university prior to a student's admission to a UM doctoral program)" (June 2020 UMS substantive change request, p. 29).
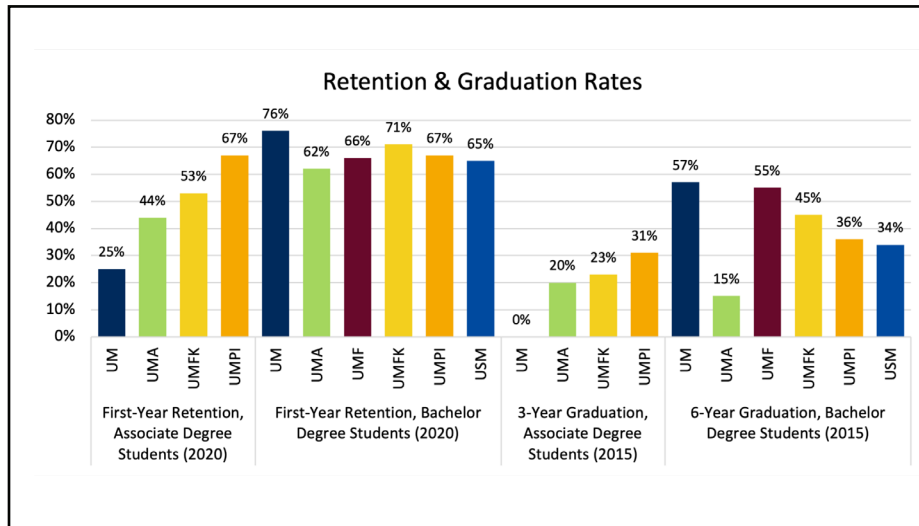

Figure 2: First-year retention and graduation rates for associate and bachelor's degree students

Graduate degree requirements are designed to prepare students for proficiency and independent growth. Post-baccalaureate certificates vary from nine to 18 credits, and graduate program structures vary by degree. For example, by the time they complete 12 credit hours or register for their third term, graduate students at UM submit a program of study detailing a plan for meeting their requirements. Students in professional programs participate in internships or field experience courses, and some must pass national accreditation exams. Students in M.S., M.F.A., Ed.D., and Ph.D. programs complete a thesis or dissertation.

The Law School requires students to conduct supervised research and writing; it also requires a minimum of six credits of professional skills courses, which can include a mix of externships, clinical programs, and/or classroom practicum courses. All of these must conform to American Bar Association standards.

The M.S.Ed program at UMF culminates with an action research project or Internship in School Leadership. The project focuses on classroom practice or school improvement and
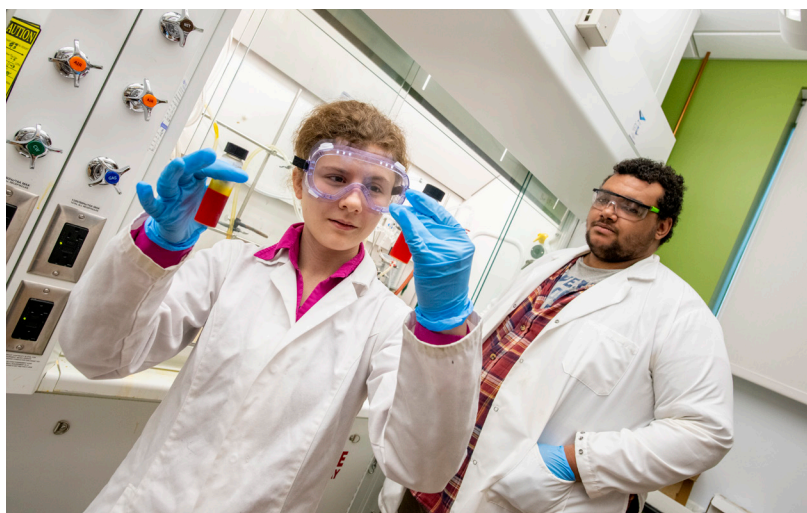
includes planning, intervention strategies, data collection and analysis, and the production of a professional report supported by a presentation to faculty and peers.

The graduate programs of the Maine Graduate and Professional Center emphasize integrated, experiential, and cross-disciplinary programming with real-world relevance for graduate and professional students in its focus disciplines. No student may graduate without having completed all requirements, both doctrinal and practical or experiential. Each program is responsible for establishing criteria of competency. This is accomplished in multiple ways. Some require a minimum cumulative GPA and class grade for course completion, while others entail an oral defense or passage of a national accreditation examination.

Online and distance education and off-campus instructional locations: student resources and course and program evaluation
Support for and evaluation of online, distance, and off-campus instructional site students and courses is consistent with resources directed to in-person, on-campus students and courses. For example, UMA provides video and chat support, academic success coaching, professional advising, and career guidance for online and distance education students taking courses from their homes or at one or more of the university's eight off-campus centers. Similarly, UM provides online and distance students with an orientation to online learning, technology support, and an array of services designed to meet the needs of online and remote learners. System-wide use of an online student evaluation of teaching instrument ensures that every online/distance and off-campus instructional site student may complete an evaluation. Faculty use findings from course evaluations and related assessments to improve online and distance education courses and programs in the same way in which they are used to improve courses and programs delivered via face-to-face and hybrid modalities.

Transfer credit
Every UMS university publishes its undergraduate and graduate transfer credit policy in its catalogue. This information is also published on the UMS site. Transfer credit is accepted from regionally accredited postsecondary institutions. Coursework may be remedial or developmental, and must be completed with a minimum grade of C- to be eligible for credit. The standard for transfer credit at the graduate level is typically 3.0/B. If a university outside UMS uses a different grading system, each UMS university decides whether the transfer credit meets its minimum grade requirement. Courses from universities outside the United States are also accepted for transfer, consistent with established university policies and practices. In all cases, an official transcript of the course or training to be evaluated must be provided to the receiving university before transfer credit will be granted.

Credit may also be awarded for high school AP exams, CLEP, or via prior learning assessment, including credit for military training. American Council of Education (ACE) standards are applied to evaluations of external trainings, courses, and certifications.

Students who have previously completed a bachelor's degree at a regionally accredited institution are exempt from the general education requirements at all UMS universities unless a specific course is required by the major. Degree-progress exceptions to established transfer equivalencies may be allowed and recorded at the college or department level, but do not appear on a student's official transfer evaluation or on any UMS university transcript.

Transfer credit is considered for most graduate programs across UMS. For example, with the approval of the Admissions Committee, UMF students may transfer up to nine graduate credits from another university into their academic program. Only three of the credits may be in the core of the program. These credits must have been earned from a regionally accredited institution within five years prior to admission and with a minimum grade of B or equivalent. Graduate credits applied toward an undergraduate degree cannot be used

toward the master's degree.

The use of articulation agreements varies considerably across UMS, due mainly to the staff and faculty time required to establish and maintain them. The two largest universities, UM and USM, maintain robust sets of articulation agreements available for students to explore. The smaller universities typically rely on transfer officers working in conjunction with registrars and faculty to make credit transfer decisions on a case-by-case basis.

To ensure equal treatment of students transferring in the same coursework, UMS's student information system permits creation of transfer rules at the university level. Universities create transfer rules whenever possible after evaluations of previously unevaluated courses have been completed. This ensures that a deliberate decision must be made to change the transfer equivalency for future transfer students. It also reduces turnaround time for evaluations.

Students must meet the established requirements of the academic program or college into which they are transferring. Transfer credits do not always count towards these requirements. At the program level, each university may determine that transfer credit cannot be applied toward major requirements.

Integrity in the award of academic credit
UMS universities offer a diverse complement of academic programs, including associate's (minimum 60 credits), bachelor's (minimum 120), master's (minimum 30), and terminal degrees, such as a doctorate (typically 30 beyond master's), as well as undergraduate and graduate certificates. Most undergraduate degree programs require 120 credits. A few programs closely aligned with professional career pathways exceed 120 credit hours (e.g. architecture, nursing, and engineering). UMS universities adhere to a credit-hour standard consistent with the federal definition.

Courses are scheduled at regular intervals based on program capacity and student need, and with the goal of supporting timely degree completion. If a course is not available to students who need it to graduate on time, faculty and professional advisors pursue alternatives: directed study, enrollment in an equivalent course at another UMS university, or a substitution. Students enrolling in courses at another UMS university generally must complete a form and seek the approval of their advisor. When procedures are not followed, course transfer credit may not efficiently post to the student's home university transcript.

Authority and oversight of academic program quality and delivery are a shared responsibility of administration and faculty. Periodic review of programs, proposals for new courses or programs, and changes to existing courses or programs are usually initiated by faculty. Proposals are reviewed by the relevant department, college, and curriculum or

program review committees.

Credit-hour policies are referenced in faculty handbooks and discussed in new faculty orientation.

Faculty review the program level and numbering of new course proposals, usually in discussion with a university-wide curriculum committee and the registrar. The credit-hour standard ensures that course credit-hour designations reflect student academic engagement. Syllabi are supplied in this process to confirm that new or revised course proposals include student learning outcomes and required academic policies and information.

The universities' catalogs define the academic credit hour and distinguish among courses at the <100, 100, 200, 300, and 400 levels for undergraduate work. Academic credit toward degree attainment is not awarded for coursework completed at the <100 level, though some universities offer developmental or remedial coursework at this level as prerequisite to other coursework or in transfer. UMS universities traditionally organize curricula to emphasize 100- and 200-level coursework during the first two years of post-secondary study.

In internships and other off-campus experiences where a non-faculty field supervisor contributes to the evaluation of student work, a faculty supervisor retains responsibility for final grading decisions. Credit for clinical or field experience is assessed by the time spent in the experience, learning outcomes mastered, and input from the field supervisor. Full-time faculty participate in the selection and review of part-time faculty, including for Early College programs.

Learning outcomes have been mapped by faculty to every course offering and academic program. These outcomes are included in the proposal for a new course or program, are reviewed through an annual cycle of assessment, and form the basis on which student learning is measured. Learning outcomes for individual courses are available on course syllabi, and program outcomes are published on departmental, college, and/or university websites. Data collected through the regular review of key assessments aligned with student learning outcomes inform the design or redesign of courses and programs.

Competency-based education: UMPI's YourPace program
Competency-based education programs in UMS are delivered in the University of Maine at Presque Isle's (UMPI) YourPace program. YourPace faculty are subject-matter experts who work closely with their students to develop and adjust curriculum addressing individual student needs as they seek to achieve mastery.

Faculty maintain ultimate authority over the curriculum in individual competency-based education units, including periodic and ongoing revision to ensure alignment between the competency-based education units and both general education and the curricula of other academic majors. Faculty assessors are responsible for evaluating summative assessments in the YourPace program through the use of standard rubrics. The faculty assessors work in conjunction with the faculty subject-matter expert to update assessments and rubrics continually as competencies are developed. The assessor is responsible for scoring all competency module summative assessments.

In spring 2022, YourPace faculty and administrators used admission and enrollment data to inform changes to the program's admission requirements. Those requirements now include supplemental material (e.g. essay, letter of recommendation) as warranted.

As reflected in UMPI's Data First data, the growth of YourPace programs has been rapid and impressive. In fall 2018, total credit hours were 1,143. In fall 2019, they were 1,182. In fall 2020, they were 2,091, and in fall 2021 they reached 3,886.

Residency requirements and credit evaluation
Each UMS university requires that at least 30 credit hours be completed at the home university at the time of graduation, representing 25% of the required 120 credits for graduation. Five of the universities require that at least three upper-division courses be completed at the home university. For example, UMF requires that either the final 32 credits or 48 out of the final 64 credits be earned at UMF, of which 20 must be within the home program. Conversely, UMFK does not stipulate what the credits must be.

Each UMS university engages in a process to evaluate the effectiveness of its partnerships that create credit arrangements. For example, a UMA faculty committee oversees an Early College program where instructors are evaluated for approval to engage in a dual-enrollment classroom. Similarly, at UMA, extra-institutional arrangements involving universities of higher learning must be approved through the faculty-driven Curriculum Committee.

Each UMS university has defined policies for continuation, termination, and readmission to its academic programs. Academic standing is based on measurable academic performance, and requirements for maintaining good standing are stated clearly and applied consistently across each university by its faculty and administrators.

Graduation requirements are published in several outlets, including course catalogues, university websites, and academic records management systems. Using the academic records management system (MaineStreet), students and staff are able to check students' degree requirements. Faculty advisors and professional advisors work with students on future course scheduling and on any appropriate substitutions approved by faculty and department chairs and/or deans.

UMS meets the needs of all learners by offering coursework through multiple modalities and in a variety of time frames. Students have access to face-to-face, online synchronous and asynchronous, hybrid, and hi-flex instruction through the traditional semester model, 3-5 week short terms (winter session and May term), eight-week courses, and (at UMPI) competency-based education. Irrespective of the length of a course or its delivery modality, students are expected to fulfill course outcomes/competencies and/or program outcomes/competencies as defined during the program approval process and in course syllabi.

Courses and programs offered for credit off-campus are consistent with the educational objectives of the university. These courses are monitored for quality through course evaluations and data collected for program reviews. For example, UMF offers the B.S. in early childhood education through a blended delivery model, with the face-to-face component taking place at Southern Maine Community College. UMF faculty deliver

the coursework, students are assessed with the same assessments used for on-campus students, and the program is included in the education program's state approval and in national accreditation self-studies.

Academic integrity expectations

All students are expected to abide by the UMS Academic Integrity Policy. Consequences of cheating and other forms of academic dishonesty are stated in the policy. Identifying student information is housed securely in MaineStreet and backed by UMS IT security measures and FERPA protections. UMS also provides resources for managing specific testing environments, including Respondus, a tool allowing instructors to lock down a browser so a test taker cannot search for answers. Relatedly, UMA provides a service through Academic Logistics that helps students locate sites for taking a proctored exam.

Certificates and micro-credentials

Faculty seeking to develop certificates follow a process identified by Board policy and by their university. Credit-bearing certificate proposals are reviewed by faculty in departments, on curriculum committees, and in other identified governance structures specific to each university, and by appropriate university and UMS administrators.

Work on digital badging and micro-credentials in UMS has focused on non-credit bearing micro-credentials, but discussions about linking UMS badges and micro-credentials to academic courses are active. Micro-credentials are competency-based, with specific criteria and evidence expectations developed by UMS micro-credential teams with oversight from the UMS Micro-Credential Steering Committee. Learners can meet competencies through multiple pathways. For example, students seeking the Leadership micro-credential can complete an approved leadership training program, a workshop series, or an academic leadership course at UM or elsewhere.

Appraisal

Strengthening academic and technological resources for students and faculty

Faculty and students have regular access to library resources, instructional technology and IT support, and other support services, although access to services available outside of traditional working hours should be strengthened. For example, graduate students attending Saturday classes at UMF cannot currently access a Curriculum Materials/Assistive Technology Center because it is only available Monday through Friday.

Better coordination and clearly identified resources for multi-university programs are needed. At present, faculty have access to a detailed description of how to cross-list courses for multi-university program delivery, but limited awareness of other resources. Information about course scheduling, coordination of admissions processes, and answers to frequently asked questions need to be put in place to ensure that students and faculty engaged in multi-university programs are properly supported.

Inconsistency of access to resources from one university to the next can be challenging. For example, UM students in the collaboratively delivered UM instructional technology graduate program who take special education classes from UMF have access to more resources at their home university (generally and with respect to instructional technology) than their UMF peers. This is also generally true of faculty teaching courses in multi-university academic programs.

Learning management and student information systems
The implementation of a System-wide learning management system (Brightspace) supports academic programming and student success with consistency and adaptability. System-wide resources include the Brightspace Design and Support Staff and the Brightspace Core team. Both meet weekly to discuss updates and changes in the LMS.

UMS's legacy enterprise system, MaineStreet, creates barriers to effective course cross-listing due to how it was initially constructed (each university maintains siloed data and reporting). The RePaving MaineStreet initiative described in the Institutional Overview will concretely improve outcomes in this arena.

General education
General education has been effective at providing competencies and is an integral element of undergraduate education. The general education requirements of all seven universities are easily available and accessible to students in the universities' undergraduate catalogues, which also include the rationales behind each set of general education requirements.

Unified accreditation potentially provides UMS with an opportunity to pursue aligment of general education requirements across its universities in a way that has not been previously accomplished. Faculty at several UMS universities have already pursued this work at the program level.

Improving outcomes in student transfer activity
Current practices and policies on transfer are consistent with NECHE standards and uphold the quality and integrity of the academic program. Transfer policies across UMS allow for students to seek course alternatives not only at their home university, but at other UMS universities as well. However, some facets of transfer activity, including course registration and (in particular) bringing credits earned at another UMS university back to a student's home university, are frustrating for students, faculty, registrars, and others and are not student-centric.

Improving four- and six-year graduation rates
Improving four- and six-year graduation rates over time continues to be a challenge. As shown in the universities' Data First data, the four-year graduation rates for UMA and UMF have remained essentially flat over the past four years. The same is true of the six-year rates at UMPI and UMFK.
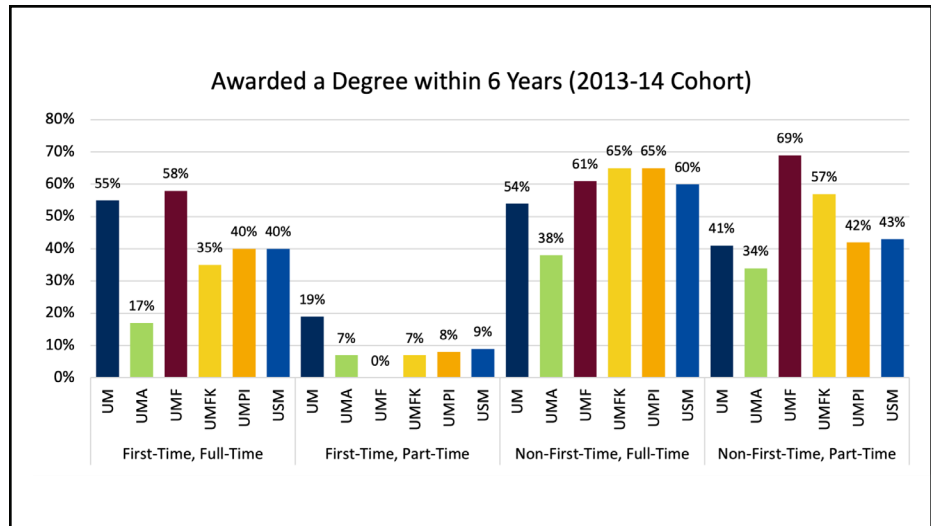
Figure 3: Six-year graduation rates for populations beyond the first-time, full-time cohort

Projection

Program reviews and program and course outcomes

Effective program and course reviews, as mentioned above, improve academic programs and support student success. These reviews require a process ensuring consistency across UMS. Faculty must maintain a substantive voice in crafting program and course reviews, and in revising and improving the processes themselves.

A System-wide review of existing program learning outcomes would provide essential data and insight about how UMS in aggregate can best deliver necessary programs in the requisite modes of instruction to meet the needs of rapidly changing student and workforce populations. As learning and employment require new technological and workplace skills, programs may need to revise or expand outcomes and assessments to account for those skills.

Reconciling off-campus instructional locations lists

In summer 2022, UMS and university staff will reconcile lists of off-campus instructional locations used for NECHE reporting and Dept. of Education reporting. Over time and through idiosyncratic recordkeeping and reporting processes, differing location lists have developed despite the NECHE and Dept. of Education definitions of "instructional location" being nearly identical. In keeping with unified accreditation and as a matter of administrative clarity, we will establish a single list for each of our universities.

Standard Four: University of Maine and Univ. of Maine at Machias

— Standard 4: The Academic Program								
(Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g.,	Professional doctorates (e.g., Ed.D., Psy.D.,	M.D., J.D., DDS	Ph.D.	Total Degree-
Main Campus FT		7,835	610		13		272	8,730
Main Campus PT		761	168		13		234	1,176
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT	11	208						219
Branch campuses PT	9	76						85
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	2	275	455					732
Distance education PT	1	68	356					425
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	23	9,223	1,589	0	26	0	506	11,367
Total FTE	16.70	8,584.00	1,047.70		12.78		236.60	9,897.78
Enter FTE definition:								
Degrees Awarded, Most Recent Year								0

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Distance: Students in online-only programs taking courses entirely at a distance.

Standard Four: University of Maine and Univ. of Maine at Machias

Standard 4: The Academic Program						
(Summary - Non-degree seeking Enrollment and Awards)						
Fall Enrollment* by location and modality, as of Census Date						
Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificate	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous pages)	Grand total
Main Campus FT	4	32	9	45	8,730	8,775
Main Campus PT	23	719	1	743	1,176	1,919
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT		307		307	219	526
Branch campuses PT		4		4	85	89
Other Locations FT				0	0	0
Other Locations PT				0	0	0
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT	13	19		32	732	764
Distance education PT	55	104		159	425	584
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total	95	1,185	10	1,290	11,367	12,657
Total FTE	37.67	363.25	8.40	409	9,897.78	10,307.10
Enter FTE definition:						
Certificates Awarded, Most Recent Year						

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard Four: University of Maine and Univ. of Maine at Machias

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)
Certificate (add more rows as needed)					
UMaine					
14.3301 - Composite Materials & Struct	12	44			1
14.3801 - Surveying Engineering Tech	15			28	65
UMM					
42.2811:Family Studies	15	11	8	13	8
45.0702:Advanced Cert-GIS Applications	24	2		1	1
45.0702:GIS Applications	15		2		2
50.0799:Book Arts Certificate	27		1		
51.1508:Mental Health/Rehab Tech/Commu	30	9	13	14	15
51.2309:Wilderness Therapy	27		1	1	2
52.0701:Entrepreneurship	18		1	2	2
52.1001:Human Resource Management	18	2	6	4	5
Total		68	32	63	101
Associate (add more rows as needed)					
UMM					
52.0799:Bus & Entrepreneurial Studies	60	7	19	15	12
31.0101:Conservation Law & Outdoor Mgm	60	3	3	2	4
24.0101:Liberal Studies	60	57	27	32	25
Total		67	49	49	41
Baccalaureate (add more rows as needed)					
UMaine					
01.0308:Sustainable Agriculture	120	26	25	23	16
01.0601:Environmental Horticulture	120	39	27	32	38
01.0901:Animal & Vet Science	120	180	175	212	206
03.0104:Ecol & Environmental Sci	120	172	177	174	201
05.0501:Forestry	120	93	102	83	82
03.0510:Forest Oper, Bioprd, & Bioeng	120	5	9	8	7
03.0601:Wildlife Ecology	121	186	185	189	204
05.0207:Women's, Gender, Sexuality Std	120	24	15	11	15
09.0100:Communication	120	105	123	150	113
09.0102:Mass Communication	120	1			
09.0102:Media Studies	120	42	29	27	26
09.0401:Journalism	120	61	56	49	57
09.0702:New Media	120	117	104	104	105
11.0701:Computer Science	120	185	213	239	245
13.0101:Undeclared (EDHD)	N/A	30	24	18	30
13.1202:Elementary Education	120	192	197	218	217
13.1205:Secondary Education	120	119	124	125	132
13.1302:Art Education	125	35	25	30	29
13.1312:Music Education	120	63	74	80	69
13.1314:Kinesiology & Physical Educ	120	244	273	262	243
14.0101:Pre-Engineering (Explorations)	120	131	86	56	43
14.0101:Undeclared-Engineering	N/A	52	50	59	66
14.0501:Biomedical Engineering	130	125	135	142	127
14.0701:Chemical Engineering	130	185	159	154	151
14.0801:Civil Engineering	129	281	259	259	254
14.0901:Computer Engineering	124	99	101	88	102
14.1001:Electrical Engineering	124	127	102	92	90
14.1201:Engineering Physics	122	37	42	45	31
14.1901:Mechanical Engineering	130	422	412	463	481
15.0000:Undeclared (SET)	N/A	4	3		2
15.0303:Electrical Engineering Tech	120	78	87	93	79
15.0805:Mechanical Engineering Tech	128	169	180	185	144
15.1001:Construction Engineering Tech	120	152	152	169	149
15.1102:Survey Engineering Technology	126	91	127	152	146
16.0901:French	120	10	14	7	7
16.0905:Spanish	120	15	15	14	9
16.0999:Romance Languages	120	1	2		
19.0701:Child Develop & Family Relat	120	166	150	135	141
23.0101:English	120	127	132	123	117
24.0101:University Studies	120	68	89	71	62
24.0199:Undeclared (LAS)	N/A	116	90	96	106
26.0101:Biology	120	314	266	268	273
26.0202:Biochemistry	120	87	87	82	67
26.0204:Molecular & Cellular Biology	120	30	37	37	31
26.0301:Botany	120	15	30	25	34
26.0502:Microbiology	120	46	48	47	53
26.0701:Zoology	120	115	117	111	121
27.0101:Mathematics	120	68	65	71	63
30.1801:Undeclared (NSFA)	N/A	24	19	15	15
30.1901:Food Science & Human Nutrition	120	113	115	99	81
30.3201:Marine Science	120	264	289	322	337
30.9999:Interdisciplinary Studies	120				1
31.0301:Parks, Recreation & Tourism	120	56	62	53	41
31.0504:Sports Management	120				12
32.0107:Undeclared-Explorations	N/A	337	353	339	281
38.0101:Philosophy	120	25	29	27	29
40.0501:Chemistry	120	59	64	63	50
40.0601:Earth and Climate Sciences	120	39	40	39	46
40.0801:Physics	120	57	48	52	42
42.0101:Psychology	120	399	432	407	477
44.0701:Social Work	120	139	139	122	110
45.0201:Anthropology	120	69	76	60	61
45.0299:Human Dimensions of Climate Ch	120	11	11	10	11
45.0601:Economics	120	100	96	108	109
45.0901:International Affairs	120	80	78	70	72
45.1001:Political Science	120	202	205	213	187
45.1101:Sociology	120	91	101	118	92
50.0501:Theatre	120	52	38	35	38
50.0702:Studio Art	120	76	89	85	94
50.0703:Art History	120	7	9	6	7
50.0901:Music	120	21	23	19	23
50.0903:Music Performance	120	18	23	24	25
51.0201:Communication Sci & Disorders	120	109	103	83	85
51.0913:Athletic Training	125	67	52	43	34
51.1005:Medical Laboratory Sciences	120	56	35	42	35
51.3801:Nursing	121	408	389	560	413
52.0201:Business Admin Undeclared	N/A	236	255	290	279
52.0201:Management	120	375	340	332	361
52.0201:Pre-Bus Admin (Explorations)	N/A	101	75	47	68
52.0301:Accounting	120	130	127	127	128
52.0601:Financial Economics	120	54	57	60	51
52.0801:Finance	120	240	264	255	265
52.1401:Marketing	120	266	258	267	305
54.0101:History	120	86	104	95	96
UMM					
03.0103:Environmental GIS	120				5
03.0103:Environmental Studies	120	14	12	9	2
05.0601:UM Wildlife (Coastal Year)	120				2
13.0101:Education	120		23	43	46
13.1202:Elementary Education	120	39	22	10	4
13.1205:Secondary Education	120	15	11	6	3
14.0101:Maine Engineering Pathways	120	3	2	5	9
23.0101:English,Cr Writing & Book Arts	120	18	17	4	2
23.05:Creative Arts	120	14	14	24	26
24.0102:Bachelor of College Studies	120	21	25	15	12
24.0102:Transitions Program	120	2	1		
26.0101:Biology	120	41	38	40	34
26.0101:UM Biology (Coastal Year)	120				1
26.0701:UM Zoology (Coastal Year)	120				1
26.1302:Marine Biology	120	46	38	39	37
30.3201:UM Marine Sci (Coastal Year)	120				4
30.9999:Interdisciplinary Studies	120	3	1	1	1
31.0101:Outdoor Recreation&Leadership	120	42	28	21	10
42.2802:Psychology & Community Studies	120	85	74	66	68
52.0201:Business Administration	120	1	1		
52.0799:Bus & Entrepreneurial Studies	120	46	47	37	35
Undeclared	N/A	13	22	13	15
Total		9,780	9,768	9,698	9,660
NonDegree Programs					
UMaine					
Early College					
Academ-e	N/A	171	251	281	278
Aspirations Incentive Program	N/A	51	57	151	126
Other	N/A				
Bridge-Year Program	N/A	19	12	13	
Distance Education	N/A	5	6	3	2
Non-Degree Undergraduate	N/A	232	232	174	137
14.0101:Visiting Student EGR	N/A	5	2		
24.0199:Visiting Student (LAS)	N/A	8	7	2	6
30.1801:Visiting Student NSFA	N/A	8	14		4
32.0109:IEI Bridge Program-Engineering	N/A	1			
32.0109:IEI Bridge Program-Liberal Arts	N/A	3	2		
32.0109:Intensive English Institute	N/A	8	14	1	14
52.0201:Visiting Student BPPH	N/A	6	1		
UMM					
Early College Program	N/A	94	123	264	249
Non-Degree	N/A	38	52	30	55
UMS Away Student	N/A	64	48	79	90
WCCC Away Student	N/A	2	3		
Total		715	824	998	961
Total Undergraduate Duplicated Majors		10,630	10,673	10,808	10,763
Total Undergraduate Unduplicated Majors		10,023	10,068	10,156	10,115

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in N...

Please enter any explanatory notes in the box below.
N/A: Predatory programs that do not lead to a degree.
Students in multiple majors are counted in each major.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date

	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (g (Fall 2022
Master's (add more rows as needed)						
01.0303:Aquaculture & Aquatic Res	at least 30	1	1	2	3	
01.0901:Animal Sciences	at least 30	4	4	5	5	
01.1001:Food Science & Human Nutrition	at least 30	34	28	30	50	
01.1101:Plant, Soil & Environmental Sc	at least 30	7	5	6	5	
03.0104:Ecol & Environmental Sci	at least 30	20	27	25	25	
03.0501:Forestry	at least 30	14	18	16	20	
03.0502:Forest Resources	at least 30	18	20	26	21	
03.0601:Wildlife Ecology	at least 30	11	10	6	9	
09.0100:Communication	at least 30	11	11	10	8	
11.0103:Information Systems	at least 30	4	13	42	55	
11.0104:Spatial Informatics	at least 30		1	11	13	
11.1104:Spatial Information Sci & Egr	at least 30	4	5	4	5	
11.0701:Computer Science	at least 30	1	3	7	5	
13.0101:Curriculum, Assessment & Instr	at least 30				26	
13.0301:Elementary Education (CAI)	at least 30	27	36	43	12	
15.0301:Secondary Education (CAI)	at least 30	23	19	22	7	
13.0401:Educational Leadership	at least 30	38	60	38	55	
13.0406:Student Dev in Higher Educ	at least 30	34	35	21	25	
13.0501:Instructional Technology	at least 30	39	54	48	57	
13.1001:Special Education	at least 30	97	90	75	93	
13.1205:Secondary Education	at least 30	6	14	12	16	
13.1312:Music Education	at least 30	2	3	3	5	
13.1314:Kinesiology & Physical Educ	at least 30	11	10	11	15	
13.1315:Literacy Education	at least 30	62	63	53	42	
13.1316:Master of Science in Teaching	at least 30	20	16	14	16	
13.1330:Spanish	at least 30	4	3	3	1	
13.1399:Individualized Program	at least 30	6	8	5	6	
14.0501:Biomedical Engineering	at least 30	10	8	10	11	
14.0701:Chemical Engineering	at least 30	6	4	3	7	
14.0801:Civil Engineering	at least 30	24	22	21	29	
14.0901:Computer Engineering	at least 30	5	6	5	3	
14.1001:Electrical Engineering	at least 30	5	4	3	4	
14.1201:Engineering Physics	at least 30	3	2	1	1	
14.1901:Mechanical Engineering	at least 30	26	27	30	33	
16.0901:French	at least 30	4	3	4	3	
19.0799:Human Development	at least 30	13	15	14	10	
23.0101:English	at least 30	25	22	24	28	
26.0202:Biochemistry	at least 30	8	6	4	4	
26.0301:Botany & Plant Pathology	at least 30	4	6	6	6	
26.0502:Microbiology	at least 30	5	8	6	4	
26.0701:Zoology	at least 30	6	6	2	2	
26.0702:Entomology	at least 30	4	4	3	5	
26.0709:Wildlife Conservation	at least 30	1	3	5		
27.0503:Mathematics	at least 30	11	11	9	11	
30.2001:Global Policy	at least 30	16	30	35	34	
30.3001:Data Science & Engineering	at least 30				13	
30.3201:Marine Biology	at least 30	19	26	21	12	
30.3201:Marine Policy	at least 30	9	9	4	6	
30.9999:Interdisciplinary Studies	at least 30	20	23	25	36	
40.0501:Chemistry	at least 30	4	4		2	
40.0601:Earth and Climate Sciences	at least 30	21	14	16	11	
40.0607:Oceanography	at least 30	5	3	5	5	
40.0699:Quaternary & Climate Studies	at least 30	11	6	6	6	
40.0801:Physics	at least 30	2	4	4	3	
42.1001:Psychology	at least 30	4	2	4	4	
44.0701:Social Work	at least 30	127	127	144	144	
45.0299:Anthropology & Environ Policy	at least 30	2	2	4	11	
45.0601:Economics	at least 30	16	9	13	13	
45.0603:Resource Economics & Policy	at least 30	5	4	7	8	
45.0699:Financial Economics	at least 30	4	2	1	1	
50.0706:Intermedia (Studio)	at least 30	25	26	22	22	
50.0706:Intermedia Arts	at least 30		1		10	
50.0903:Music Performance	at least 30	5	4	5	2	
51.0201:Communication Sci & Disorders	at least 30	31	35	36	33	
51.3801:Nursing	at least 30	41	42	44	41	
52.0201:Professional Science Masters	at least 30	28	30	39	50	
52.1301:Business Administration	at least 30	82	105	300	390	
54.0101:History	at least 30	12	12	13	13	
Total		1,145	1,231	1,431	1,631	1,
Doctorate (add more rows as needed)						
01.0303:Aquaculture & Aquatic Res	Varies*	1	1	1		
01.1001:Food and Nutrition Sciences		10	12	7	5	
01.1101:Plant Science		2	1	1	2	
03.0104:Ecol & Environmental Sci		45	49	55	51	
03.0205:Marine Bio-Resources		1	1			
03.0502:Forest Resources		17	21	22	23	
05.0601:Wildlife Ecology		7	7	9	11	
09.0100:Communication		7	8	10	12	
11.0104:Spatial Information Sci & Egr		7	12	9	15	
11.0701:Computer Science		6	7	7	9	
13.0101:Education		51	48	47	42	
13.0401:Educational Leadership		14	9	25	25	
13.0406:Higher Ed Leadership		1	1	1	1	
13.1399:Individualized Program		1				
14.0501:Biomedical Engineering		7	7	9	8	
14.0701:Chemical Engineering		8	10	11		
14.0801:Civil Engineering		16	18	16	14	
14.1001:Electrical and Comp Engineering		3	4	4	5	
14.1901:Mechanical Engineering		18	18	20	23	
24.0102:Interdisciplinary Studies		19	20	33	36	
26.0101:Biological Sciences		3	2	3	5	
26.0102:Biomedical Sciences		37	41	43	43	
26.0204:Biochem & Molecular Biology		5	7	8	12	
26.0502:Microbiology		7	6	9	7	
26.0701:Zoology		1	1	1		
30.3201:Marine Biology		13	14	26	23	
40.0501:Chemistry		34	32	36	30	
40.0601:Earth and Climate Sciences		18	17	17	25	
40.0607:Oceanography		8	8	7	10	
40.0801:Physics		21	25	23	23	
42.9999:Psychology		22	25	27	29	
45.0299:Anthropology & Environ Policy		9	12	13	16	
54.0101:History		29	21	20	18	
Total		448	465	518	532	5
Post Baccalaureate						
01.1002:Food Technology	12				5	
05.0210:Interdisciplinary Disab Stds	9	7	4	11	6	
11.0103:Information Systems	15		16	13	17	
11.0401:Digital Curation	12	7	11	15	13	
13.0301:Instructional Design Cert	12	8	7	13	15	
13.0401:Try on Leadership	12			16	6	
13.0402:Special Education Leadership-AA	12				7	
15.0501:Classroom Tech Integrationst	12	11	23	22	20	
13.1001:Autism Spectrum Disorders	12	11	8	8	13	
13.1099:Resp to Intervent for Behavior	9	8	18	10	15	
13.1205:High Lev Prac to Promote Incl	15		2	2	11	
13.1210:Early Childhood Teacher	12	6	10		1	
13.1321:Computing for Educators	15			3	4	
13.1334:Library & Media Specialist	15			7	12	
13.9999:Computational Thinking for Edu	12			2	10	
14.3301:Composite Materials & Struct	12				3	
14.3801:Surveying Engineering	12	1	6	9	8	
14.9999:Innovation Engineering	9	6	3	1	2	
15.0801:Aerospace Engineering	12	2	1			
19.0504:Human Nutrition	12			5	3	
24.0103:ME Arts & Humanities in Med	15				5	
30.1101:Gerontology (Interprofessional)	9	8	4	3	3	
30.3001:Data Science & Engineering	15				1	
40.0601:Interdisc Climate Studies	9	4	1	2	3	
45.0702:Geographic Information Systems	15	6	6	10	11	
51.3203:Nursing Education	10		1	3	1	
52.0211:Engineering Management	15				1	
52.1301:Business Administration	15	15	29	43	26	
52.9999:Business Analytics	15			1	7	
UMM						
Teacher Education		18	15	18	12	
Total		118	165	229	244	2
Post Master's						
Certificate of Advanced Study						
13.0301:Elementary Education (CAI)	at least 30	2	2	2	1	
15.0301:Secondary Education (CAI)	at least 30	2	5	2		
13.0401:Educational Leadership	at least 30	6	17	4		
13.0501:Instructional Technology	at least 30	2	6	1	1	
13.1001:Special Education	at least 30	4	1			
13.1315:Literacy Education	at least 30	10	7	3	1	
13.1399:Individualized Program	at least 30	4	4	2	2	
51.3801:Nursing	at least 30		1	2	1	
Education Specialist					32	
13.0101:Curriculum, Assessment & Instr	at least 30		1	1	1	
13.0301:Elementary Education (CAI)	at least 30			2	2	
15.0301:Secondary Education (CAI)	at least 30		13	20	30	
13.0401:Educational Leadership	at least 30			2	4	
13.0406:Student Dev in Higher Educ	at least 30		4	13	12	
13.0501:Instructional Technology	at least 30		3	5	7	
13.1001:Special Education	at least 30		3	6	3	
13.1315:Literacy Education	at least 30				2	
13.1399:Individualized Program	at least 30					
Total		30	65	65	99	
Non-Degree						
Non-Degree Education Graduate	N/A	329	252	110	157	
Non-Degree Graduate	N/A	50	51	57	37	
Visiting Student Graduate Schl	N/A	1				
Total		380	283	167	194	1
Total Graduate (duplicated)		2,121	2,209	2,410	2,700	2,
Total Graduate (unduplicated)		2,058	2,130	2,274	2,542	2,

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

** In many STEM disciplines, the course work required for the master's degree is identical to that required for the Ph.D. degree, with the primary difference being the depth and scope of the dissertation and the time required to successfully complete it. Many non-STEM doctoral programs require additional course work beyond the master's degree in addition to the dissertation. The average number of credit hours to complete a dissertation at the University of Maine falls between 45 and 60 credits including transfer credits from the master's degree.
- Students enrolled in multiple programs are counted in each.

Standard Four: University of Maine and Univ. of Maine at Machias

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2019)	2 Years Prior (FY2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Undergraduate (add more rows as needed)				
College of Education & Human Development				
School of Ed Leadership, Higher Education, & Human Development	6,204	5,972	5,396	5,367
School of Kinesiology, Physical Education, & Athletic Training	4,203	4,302	4,005	4,031
School of Learning & Teaching	5,276	5,424	5,533	5,983
EHD Other	456	519	309	333
EHD Total	16,139	16,217	15,043	15,714
College of Engineering				
Chemical & Biological Engineering	3,177	2,778	2,783	2,708
Civil & Environmental Engineering	4,162	3,817	3,919	4,026
Electrical & Computer Engineering	3,628	3,488	3,259	3,234
Mechanical Engineering	7,685	7,682	8,359	8,506
School of Engineering Technology	8,509	9,149	9,811	8,965
Other				130
ENGR Total	27,161	26,914	28,131	27,569
College of Liberal Arts & Sciences				
Anthropology	6,977	6,608	7,335	7,597
Art	4,367	4,207	4,218	4,401
Chemistry	8,151	8,241	7,834	7,282
Communication & Journalism	7,140	7,149	7,002	6,789
English	13,048	13,629	12,585	12,553
Explorations & Foundations	578	482	395	495
History	4,674	4,200	4,104	4,422
Mathematics & Statistics	22,354	21,577	20,809	18,484
Modern Languages & Classics	3,375	3,577	3,051	2,673
Philosophy	3,033	3,129	3,015	3,183
Physics & Astronomy	10,242	9,780	10,091	9,176
Political Science	6,505	6,663	7,002	5,943
Psychology	11,178	10,961	11,194	11,554
School of Computing & Information Science	5,823	5,982	6,266	6,617
Music	5,383	5,596	4,354	4,719
Theatre	1,543	1,507	1,209	1,643
Sociology	3,714	3,522	3,773	3,132
Women's, Gender, & Sexuality Studies	1,845	2,028	1,764	1,958
LAS Other	2,597	2,549	2,713	2,675
LAS Total	122,526	121,386	118,716	115,296
Maine Business School				
Maine Business School	19,445	19,344	18,902	19,314
Innovation Engineering	687	668	564	574
Maine Business School Total	20,132	20,012	19,466	19,888
College of Natural Sciences, Forestry & Agriculture				
Communication Sciences & Disorders	1,141	1,337	941	829
Molecular & Biomedical Sciences	5,064	5,092	5,101	4,877
School of Biology & Ecology	12,767	11,759	11,902	12,377
School of Earth & Climate Sciences	4,404	4,792	5,114	5,279
School of Economics	9,664	9,324	9,219	9,649
School of Food & Agriculture	7,192	6,962	7,705	7,409
School of Forest Resources	4,358	5,014	3,656	3,877
School of Marine Sciences	4,017	4,643	4,854	4,939
School of Nursing	6,128	6,206	6,421	6,400
School of Social Work	2,218	2,128	1,880	1,635
Wildlife, Fisheries, & Conservation Biology	2,263	1,943	2,078	2,129
NSFA Other				47
NSFA Total	59,215	59,200	58,871	59,447
Honors College	4,486	4,558	5,152	4,836
Other Credit Hours	1,094	1,163	1,101	2,115
Division of Lifelong Learning UMaine Summer Credit Hours	9,401	10,079	12,446	10,587
Regional Campus: University of Maine at Machias	13,606	12,972	12,472	13,096
Total	273,759	272,501	271,398	268,548
Graduate (add more rows as needed)				
College of Education & Human Development				
School of Ed Leadership, Higher Education, & Human Development	1,418	1,391	1,362	1,421
School of Kinesiology, Physical Education, & Athletic Training	144	165	105	132
School of Learning & Teaching	4,259	4,157	3,636	4,121
EHD Other	24	60	75	129
EHD Total	5,845	5,773	5,178	5,803
College of Engineering				
Chemical & Biological Engineering	220	173	253	358
Civil & Environmental Engineering	383	421	414	342
Electrical & Computer Engineering	177	215	157	242
Mechanical Engineering	339	292	421	445
School of Engineering Technology	127	117	144	156
Other				75
ENGR Total	1,246	1,218	1,389	1,618
College of Liberal Arts & Sciences				
Anthropology	210	185	303	460
Art	9	13	16	21
Chemistry	323	297	304	263
Communication & Journalism	260	294	253	283
English	296	313	285	332
History	279	257	241	296
Mathematics & Statistics	268	191	184	222
Modern Languages & Classics	71	39	37	56
Philosophy	0	15	9	48
Physics & Astronomy	331	409	254	259
Political Science	12	3	19	18
Psychology	374	376	433	415
School of Computing & Information Science	697	1,040	1,478	1,544
Music	123	88	117	132
Theatre	0	0	0	
Sociology	12	15	0	
Women's, Gender, & Sexuality Studies	37	15	30	3
LAS Other	331	469	531	483
LAS Total	3,633	4,019	4,494	4,835
College of Natural Sciences, Forestry & Agriculture				
Communication Sciences & Disorders	652	764	725	601
Molecular & Biomedical Sciences	285	390	363	413
School of Biology & Ecology	690	522	774	820
School of Earth & Climate Sciences	435	385	302	292
School of Economics	316	269	300	416
School of Food & Agriculture	802	816	874	929
School of Forest Resources	574	711	746	762
School of Marine Sciences	702	681	712	574
School of Nursing	556	525	571	443
School of Social Work	2,314	2,204	2,581	2,703
Wildlife, Fisheries, & Conservation Biology	202	273	169	179
NSFA Other				2
NSFA Total	7,527	7,540	8,115	8,134
Maine Business School				
Maine Business School	930	1,428	3,831	4,577
Innovation Engineering	72	33	117	117
Maine Business School Total	1,002	1,461	3,948	4,694
Other Credit Hours	695	627	723	833
Division of Lifelong Learning UMaine Summer Credit Hours	3,541	4,075	4,514	5,638
Total	23,489	24,713	28,361	31,555

Information Literacy Sessions

Main campus				
Sessions embedded in a class	422	226	303	yet available not
Free-standing sessions	516	59	60	yet available not
Branch/other locations				
Sessions embedded in a class	24	0	1	9
Free-standing sessions	12	12	0	0
Online sessions	0	1	1	9
URL of Information Literacy Reports:	https://machias.edu/library/wp-			

Please enter any explanatory notes in the box below
Notes: Credit hours reflect the level of the course. Consequently, cred hours taken by undergraduate students in graduate courses would be graduate credit hours (and vice versa).
URL of Information Literacy Reports: https://machias.edu/library/wp-content/uploads/sites/39/2021/10/merrill_annual_Information_Literacy_rept_20211005.pdf

Standard 4: The Academic Program							
(Summary - Degree-Seeking Enrollment and Degrees)							

Fall Enrollment* by location and modality, as of Census Date							
Fall 2021							
Degree Level/ Location & Modality	**Associate's**	**Bachelor's**	**Master's**	**Clinical doctorates (e.g., Pharm.D., DPT, DNP)**	**Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)**	**M.D., J.D., DDS**	**Ph.D.**	**Total Degree-Seeking**
Augusta (Main) Campus FT Headcount	11	198	0	NA	NA	NA	NA	209
Augusta (Main) Campus PT Headcount	14	89	0	NA	NA	NA	NA	103
Bangor Campus FT Headcount	25	87	0	NA	NA	NA	NA	112
Bangor Campus PT Headcount	3	39	0	NA	NA	NA	NA	42
Branch campuses FT	NA	NA	NA	NA	NA	NA	NA	0
Branch campuses PT	NA	NA	NA	NA	NA	NA	NA	0
UMA Centers FT Headcount	10	12	0	NA	NA	NA	NA	22
UMA Centers PT Headcount	25	25	0	NA	NA	NA	NA	50
Overseas Locations FT	NA	NA	NA	NA	NA	NA	NA	0
Overseas Locations FT	NA	NA	NA	NA	NA	NA	NA	0
Online FT Headcount	86	975	0	NA	NA	NA	NA	1,061
Online PT Headcount	168	1,175	22	NA	NA	NA	NA	1,365
Correspondence FT	NA	NA	NA	NA	NA	NA	NA	0
Correspondence PT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency FT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency PT	NA	NA	NA	NA	NA	NA	NA	0
Unduplicated Headcount Total	342	2,600	22	NA	NA	NA	NA	2,964
Total FTE	201.87	1,696.73	9.00	NA	NA	NA	NA	1,907.60
Enter FTE definition:	Total credits / 15	Total credits / 15	Total credits / 9	NA	NA	NA	NA	
Degrees Awarded, Most Recent Year (Summer 2020 - Spring 2021)	91	425	0	NA	NA	NA	NA	516

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Campus Location Determination = Identifies UMA student registrations by class number, then identifies the actual location the student is attempting to complete the credits, and then the formula of where the majority of credits were attempted within the time period is calculated with additional logic applied in case of a tie. The student's FTE and headcount is then assigned to that location.
Degree Level = Based on last effective academic program as of census.
Full-time Undergraduate = 12+ UMA enrolled credits.
Part-time Undergraduate = less than 12 UMA enrolled credits.
Full-time Graduate = 9+ UMA enrolled credits.
Part-time Graduate = less than 9 UMA enrolled credits.

Standard Four: University of Maine at Augusta

Standard 4: The Academic Program (Summary - Non-degree seeking Enrollment and Awards)								
Fall Enrollment* by location and modality, as of Census Date Fall 2021								
Degree Level/ Location & Modality	Undergraduate Title IV-Eligible Certificates: Students Seeking Certificates	Graduate Title IV-Eligible Certificates: Students Seeking Certificates	Undergraduate Non-Matriculated Students & Non-Title IV Certificate	Graduate Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Augusta (Main) Campus FT Headcount	1	0	9	0	NA	10	209	219
Augusta (Main) Campus PT Headcount	3	1	338	0	NA	342	103	445
Bangor Campus FT Headcount	0	0	6	0	NA	6	112	118
Bangor Campus PT Headcount	0	0	167	0	NA	167	42	209
Branch campuses FT	NA	NA	NA	NA	NA	0	0	0
Branch campuses PT	NA	NA	NA	NA	NA	0	0	0
UMA Centers FT Headcount	0	0	11	0	NA	11	22	33
UMA Centers PT Headcount	0	0	320	0	NA	320	50	370
Overseas Locations FT	NA	NA	NA	NA	NA	0	0	0
Overseas Locations FT	NA	NA	NA	NA	NA	0	0	0
Online FT Headcount	6	0	1	1	NA	8	1,061	1,069
Online PT Headcount	32	15	538	4	NA	589	1,365	1,954
Correspondence FT	NA	NA	NA	NA	NA	0	0	0
Correspondence PT	NA	NA	NA	NA	NA	0	0	0
Low-Residency FT	NA	NA	NA	NA	NA	0	0	0
Low-Residency PT	NA	NA	NA	NA	NA	0	0	0
Unduplicated Headcount Total	42	16	1,390	5	NA	1,453	2,964	4,417
Total FTE	19.67	9.67	411.93	2.33	NA	444	1,907.60	2,351.20
Enter FTE definition:	Total credits / 15	Total credits / 9	Total credits / 15	Total credits / 9	NA			
Certificates Awarded, Most Recent Year (Summer 2020 - Spring 2021)	27	0	NA	NA		27	516	543

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Campus Location Determination = Identifies UMA student registrations by class number, then identifies the actual location the student is attempting to complete the credits, and then the formula of where the majority of credits were attempted within the time period is calculated with additional logic applied in case of a tie. The student's FTE and headcount is then assigned to that location.
Degree Level = Based on last effective academic program as of census.
Full-time Undergraduate = 12+ UMA enrolled credits.
Part-time Undergraduate = less than 12 UMA enrolled credits.
Full-time Graduate = 9+ UMA enrolled credits.
Part-time Graduate = less than 9 UMA enrolled credits.

Standard Four: University of Maine at Augusta

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Certificate (add more rows as needed)						
11.0199 - Data Science	18	1	2	2		2
11.0199 - Database	18		3		1	2
11.0201 - Programming	18	5	4	1	1	2
11.0801 - Web Design & Development	18	1	4	1		3
11.0801 - Web Development	30	1	1	1	1	1
11.0801 - Web Development (Double Major)			1	1		1
11.0899 - Social Media	30		1	1	1	1
11.0899 - Social Media (Double Major)			2	2	2	2
11.1003 - CIS-CYB Fund Level I	12		1		1	1
11.1003 - Cyber Operations	36				1	1
11.1003 - Cybersecurity	30	5	2	3	4	5
11.1003 - Cybersecurity (Double Major)			1			1
11.1003 - Info Sys Security Certificate (Double Major)		2				
11.1003 - Security Certificate Program	18	2	2			2
13.1202 - Elementary Ed (K-8)		8	8	10	9	8
13.1205 - Secondary Education	45-47	11	8	2	6	5
13.1205 - Secondary Education (Double Major)		1				
13.1210 - Early Chldhd Tchr (081)	47-49		2	1	1	1
13.1210 - Early Chldhd Tchr (Birth - 5) (Double Major)		1				
13.1210 - Early Elem Teacher (K-3)		8				
13.1210 - Early Elem Teacher (PK-3)			2	4	3	3
13.1501 - Teaching Asst I	30				2	2
13.1501 - Teaching Asst II	30				1	1
16.0901 - French	20				1	1
19.0709 - Child & Youth Care Cert	18	3				
19.0709 - Child & Youth Care Pract Cert (Double Major)		7	8	7	4	6
22.0302 - Paralegal Studies Cert Program	18	1	1	5	6	4
25.0301 - Information & Library Science	22	7	8	11	17	12
30.2801 - Mediation Certificate	24		1		1	1
43.0199 - Crime Analysis & GIS	31			1	1	1
43.0199 - Crime Analysis & GIS (Double Major)			1	1		1
43.0405 - Fraud Examination - Level I	18		1			1
44.0000 - Human Services Cert Prog	30	2		1	2	2
44.0000 - Human Services Cert Prog (Double Major)		1			3	3
44.0201 - Comm Policing - MCJA Track	18				1	1
49.0101 - Unmanned Aerial Systems	31				1	1
49.0108 - Advanced Aviation	35		1	1	2	1
51.0601 - Dental Assisting Certificate	44		2	2	1	2
51.0707 - Health Informatics	52		1			1
51.0707 - Health Informatics (Double Major)				2	1	2
51.1501 - Substance Abuse Rehab Tech	30	1	6	4	7	8
51.1501 - Substance Abuse Rehab Tech (Double Major)		15	27	19	27	27
51.1508 - Mental Health Rehab Tech/Comm	30	4	3	10	3	5
51.1508 - Mental Health Rehab Tech/Comm (Double Major)		15	36	35	35	36
52.0302 - Accounting - Level I	18	5	3	1	5	3
52.0302 - Accounting - Level II	12			1		1
52.1001 - Human Resource Management	18	1	4	5	1	3
Total		108	147	135	153	165
Associate (add more rows as needed)						
01.8301 - Veterinary Technology		2				
11.0103 - Computer Information Systems	61	14	12	18	21	17
24.0101 - Liberal Studies	61	175	171	142	128	128
25.0301 - Information & Library Science	66	11	10	30	29	29
43.0104 - Justice Studies	60	23	23	16	14	15
44.0401 - Public Administration	61	11	6	3	2	4
50.0901 - Contemporary & Popular Music	67		6	12	15	11
51.0601 - Dental Assisting	62	12	8	5	12	8
51.0602 - Dental Hygiene	90	4	9	11	12	12
51.0802 - Medical Laboratory Technology	70	7	5	6	6	6
51.1502 - Mental Health & Human Srvcs	61	54	42	37	35	36
51.2604 - Rehabilitation Therapy		1				
52.0201 - Business Administration	61	95	90	81	68	69
Undeclared						
Total		407	382	361	542	335
Baccalaureate (add more rows as needed)						
01.8301 - Veterinary Technology	121	91	87	99	82	85
04.0201 - Architecture		1				
04.0201 - Architecture - BArch	150	48	56	45	41	47
11.0103 - Computer Information Systems	121	137	136	110	115	115
11.0103 - Computer Information Systems (Double Major)		3	4	1	1	2
11.0103 - Computer Information Systems (PB)	45	23	19	17	14	17
11.1003 - Cybersecurity	121	109	135	152	138	142
11.1003 - Cybersecurity (Double Major)		2	2	1	1	1
11.1003 - Cybersecurity (PB)	45	16	19	20	16	18
13.1202 - Elementary Education	120				90	91
13.1205 - Secondary Education	120				22	23
23.0101 - English	120	40	41	33	31	35
23.0101 - English (Double Major)		1				
24.0101 - Applied Science	121	110	133	97	96	96
24.0101 - Liberal Studies	121	707	640	589	465	470
25.0101 - Information & Library Science	120	93	113	133	141	141
25.0101 - Library & Information Services			1			1
26.0101 - Biology	120	89	88	98	75	80
26.0101 - Biology (Double Major)						
MLT 2+2	122-125		1	2	1	1
30.0000 - Interdisciplinary Studies	121	16	14	14	22	17
30.3001 - Data Science	120		2	5	12	15
30.3001 - Data Science (PB)	46			2	1	2
43.0103 - Justice Studies	121	120	109	105	84	86
43.0103 - Justice Studies (Double Major)		1	1	1	1	1
43.0103 - Justice Studies (PB)	30	2	1	1	4	2
44.0401 - Public Administration	121	46	43	34	31	31
44.0401 - Public Administration (Double Major)				1	2	2
44.0401 - Public Administration (PB)	31	5	5	5	4	5
45.0101 - Social Science	120	67	61	51	55	55
45.0101 - Social Science (Double Major)					1	1
49.0108 - Aviation	121	23	22	15	20	22
50.0702 - Art	121	37	25	29	27	27
50.0702 - Art (Double Major)			1	1		1
50.0901 - Contemporary & Popular Music	121	24	42	46	49	49
50.0901 - Jazz and Contemporary Music		6	2	1		2
51.0602 - Dental Hygiene	120	59	66	51	43	50
51.1502 - Mental Health & Human Srvcs	121	452	404	354	338	340
51.1502 - Mental Health & Human Srvcs (Double Major)			1	1	1	1
51.1502 - Mental Health & Human Srvcs (PB)	39	4	7	8	12	9
51.3820 - Nursing	121	74	181	243	302	300
52.0201 - Business Administration (PB)	30	1	3	2	4	5
52.0201 - Management	121	234	206	185	171	170
52.0201 - Management (Double Major)		1	1	1	1	1
52.0301 - Accounting	121	106	94	87	82	80
52.0301 - Accounting (Double Major)				1	1	1
52.0301 - Accounting (PB)	30	9	10	11	10	10
52.0804 - Financial Services		1				
52.0804 - Financial Services (Double Major)				1		1
24.0101 - Undeclared		7	9	4	5	4
Total		2,765	2,785	2,657	2,610	2,630
Other; specify (add more rows as needed)						
Non-Degree Early College - Aspirations	N/A	402	258	323	265	265
Non-Degree Early College - Bridge Year	N/A	116	118	124	140	140
Non-Degree Early College - Dual Enrollment	N/A	10	381	348	651	650
Non-Degree Undergraduate	N/A	369	375	293	298	290
Total		897	1,132	1,088	1,354	1,345
Total Undergraduate Unduplicated Headcount		4,177	4,446	4,241	4,459	4,495

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Master's (add more rows as needed)						
11.1003 - Cybersecurity - MS	30			23	22	25
Total		0	0	23	22	25
Doctorate (add more rows as needed)						
Total		0	0	0	0	0
First Professional (add more rows as needed)						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
43.0302 - CGS - Trauma-Inform Emegency Mgt	16				4	4
51.1501 - CGS - Substance Use Disorders	18			14	12	15
Non-Degree Graduate	N/A				5	5
Total		0	0	14	21	24
Total Graduate Unduplicated Headcount		0	0	37	38	49

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

		3 Years Prior (FY 2019)	2 Years Prior (FY2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
**Standard 4: The Academic Program** **(Credit Hours Generated and Information Literacy)**					
**Credit Hours Generated By Department or Comparable Academic Unit**					
**Undergraduate (add more rows as needed)**					
?	Architecture	830	906	760	687	800
	Art	2,401	2,292	1,743	1,878	1,900
	Aviation	543	655	713	750	800
	Biology and Natural Lab Science	5,693	6,495	7,010	6,801	6,500
	Business and Public Administration	7,973	7,566	6,543	6,447	6,550
	Computer Information Systems	8,127	9,103	8,711	8,557	8,625
	Dental Program	1,415	1,514	1,212	1,459	1,450
	Education	2,564	2,542	2,772	3,267	3,100
	Humanities	12,332	12,000	12,529	12,076	12,234
	Justice Studies	2,292	2,152	2,001	2,385	2,208
	Library and Information Science	2,079	2,512	3,022	2,607	2,555
	Math	4,569	4,712	4,032	3,701	4,254
	Medical Laboratory Technology	169	284	266	213	233
	Mental Health and Human Services	8,826	8,170	6,267	6,228	6,500
	Music	2,717	3,051	3,052	3,526	3,075
	Nursing	1,153	1,230	2,375	4,264	4,100
	Social Sciences	9,366	9,491	9,680	8,952	8,950
	Veterinary Technology	1,130	1,370	1,385	1,050	1,234
	Other	21	15	12	34	11
	Total	74,200	76,060	74,085	74,882	75,077
**Graduate (add more rows as needed)**					
	Computer Information Systems			192	231	231
	Mental Health and Human Services			153	153	170
	Social Sciences				81	81
	Total	0	0	345	465	482
						75,559
**Information Literacy Sessions**					
	Main campus					
	Sessions embedded in a class	23	25	24	51	60
	Free-standing sessions	46	37	1	4	5
	Branch/other locations					
	Sessions embedded in a class	0	0	5	4	10
	Free-standing sessions	11	0	4	0	5
	Online sessions	2	1	90	48	100
**URL of Information Literacy Reports:** n/a					

Please enter any explanatory notes in the box below

Annual Attempted Credit Hours - Summer, Fall, Spring (e.g. FY 2019 = Summer 18, Fall 18, Spring 19).
Excludes developmental and audit credits.
Free-standing - includes only in-person sessions. Almost all sessions and research appts. went to online in FY21 due to the pandemic.

Standard Four: University of Maine at Farmington

Standard 4: The Academic Program							
(Summary - Degree-Seeking Enrollment and Degrees)							
Fall Enrollment* by location and modality, as of Census Date							
Note: With respect to the Standard 4.1 and 4.2, they want us to report as distance ed students in programs that are offered 50% or more online (similar to 3.2).							
Degree Level/ Location & Modality	**Associate's**	**Bachelor's**	**Master's**	**Clinical doctorates (e.g., Pharm.D., DPT, DNP)**	**Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)**	**M.D., J.D., DDS**	**Ph.D.**	**Total Degree-Seeking**
Main Campus FT		1,274	21					1,295
Main Campus PT		65	136					201
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT		4						4
Other Locations PT		31						31
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT		6						6
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	1,380	157	0	0	0	0	1,537
Total FTE		1,248.44	78.20					1,326.64
Enter FTE definition:		SCH / 16	SCH / 9 (PSY-MA SCH / 15)					
Degrees Awarded, Most Recent Year		329	36					365

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data as of Fall 2021, October 15 census date.
Degrees/certificates awarded, most recent year, represents academic year 2020-2021 from the IPEDS Degrees Conferred survey.

			Standard 4: The Academic Program			
			(Summary - Non-degree seeking Enrollment and Awards)			
			Fall Enrollment* by location and modality, as of Census Date			
Note: With respect to the Standard 4.1 and 4.2, they want us to report as distance ed students in programs that are offered 50% or more online (similar to 3.2).						
Degree Level/ Location & Modality	**Title IV-Eligible Certificates: Students Seeking Certificates**	**Non-Matriculated Students**	**Visiting Students**	**Total Non-degree-Seeking**	**Total degree-seeking (from previous page)**	**Grand total**
Main Campus FT		9		9	1,295	1,304
Main Campus PT		191		191	201	392
Other Principal Campus FT				0	0	0
Other Principal Campus PT				0	0	0
Branch campuses FT				0	0	0
Branch campuses PT				0	0	0
Other Locations FT				0	4	4
Other Locations PT				0	31	31
Overseas Locations FT				0	0	0
Overseas Locations FT				0	0	0
Distance education FT				0	6	6
Distance education PT		141		141	0	141
Correspondence FT				0	0	0
Correspondence PT				0	0	0
Low-Residency FT				0	0	0
Low-Residency PT				0	0	0
Unduplicated Headcount Total		341	0	341	1,537	1,878
Total FTE		110.35		110	1,326.62	1,436.97
Enter FTE definition:		SCH / 16 (SCH / 9 for Graduate)		SCH / 16 (SCH / 9 for Graduate)	SCH / 16 (SCH / 9 for Graduate SCH / 15 for PSY-MA)	SCH / 16 (SCH / 9 for Graduate SCH / 15 for PSY-MA)
Certificates Awarded, Most Recent Year						

Notes:
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Data as of Fall 2021, October 15 census date.
Degrees/certificates awarded, most recent year, represents academic year 2020-2021 from the IPEDS Degrees Conferred survey.
UMF does not have Title IV eligible certificates at this time. All certificate-seeking students are therefore included under non-matriculated because they do not meet the definition for Title IV, although 25 graduate certificates were awarded in the most recent year.

Standard Four: University of Maine at Farmington

	Number of credits*	1910 3 Years Prior (FY 2019)	2010 2 Years Prior (FY 2020)	2110 1 Year Prior (FY 2021)	2210 Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
13.1401 - English Language Learning	16	7	8	11	2	2
45.0799 - GIS (Geographic Information Systems)	15 to 16	1	5	3	9	9
51.1501 - Addiction Rehabilitation	22	14	4	2	-	-
52.0205 - Alpine Operations	24 to 26	26	26	24	17	17
Total		48	43	40	28	27
Total Unduplicated		48	43	39	28	
Associate (add more rows as needed)						
Undeclared						
Total		0	0	0	0	0
Baccalaureate (add more rows as needed)						
03.0103 - Environmental Policy/Planning	128	14	11	6	2	2
03.0104 - Environmental Science	128	15	7	4	2	2
11.0701 - Computer Science	128	26	18	22	25	24
11.1004 - Web Media and Design	128				2	2
13.1001 - Special Education	128	42	38	32	25	24
13.1015 - Early Childhood Special Ed	128	41	44	31	28	27
13.1202 - Elementary Education	128	200	199	197	186	182
13.1205 - Secondary Ed Life Sciences	128	2			1	-
13.1205 - Secondary Ed Mathematics	128	31	29	35	23	23
13.1205 - Secondary Ed Physical Sciences	128	2	1			-
13.1205 - Secondary Ed Social Studies	128	61	59	64	65	64
13.1205 - Secondary Education English	128	30	17	27	35	34
13.1210 - Early Childhood Ed Off-Campus	128	128	123	108	81	79
13.1210 - Early Childhood Education	128	53	52	51	54	53
13.1306 - World Languages K-12	128		6	8	9	9
13.1307 - School Health Education	128				15	15
13.1316 - Secondary Education Science	128	18	20	16	17	17
19.0702 - Aging Studies	128	1				-
23.0101 - English	128	57	50	41	48	47
23.0501 - Creative Writing	128	76	65	63	69	68
24.0102 - Bachelor of General Studies	128	4	3	2	1	1
24.0102 - Liberal Studies	128		5	5	8	8
24.0199 - Liberal Arts Undeclared	128	94	91	113	75	73
26.0101 - Biology	128	79	67	69	59	58
27.0101 - Mathematics	128	38	37	28	25	24
30.2001 - International & Global Studies	128	14	21	22	12	12
30.9999 - Individualized	128	5	7	5	3	3
32.0101 - Johnson Scholars Trio Program	128	39	35			-
38.0001 - Philosophy/Religion	128	5	7	8	10	10
40.0601 - Geology	128	5	4		1	1
40.0699 - Earth & Environmental Sciences	128	27	32	47	45	44
42.0101 - Psychology	128	164	160	175	162	159
45.0201 - Anthropology	128		31	22	21	21
45.0701 - Geography	128	2				-
45.0799 - Geography & Environmental Plan	128	6	12	15	20	20
45.1001 - Political Science	128	33	32	32	27	26
45.1301 - Culture, Meaning and Society	128	26				-
50.0101 - Performing Arts	128	24	23	24	24	24
50.0701 - Visual Arts	128	24	31	27	34	33
50.0706 - Interactive Media	128	5	3	4	1	-
51.1504 - Community Health Education	128	61	57	58	44	43
51.2314 - Rehabilitation Services	128	59	46	39	28	27
51.2314 - Rehabilitation Services - Online	128			3	6	6
52.0213 - Business Psychology	128	30	25	27	22	22
52.0299 - Outdoor Rec Business Admin	128	54	50	37	39	38
52.0601 - Business Economics	128	52	62	58	56	55
52.1304 - Actuarial Science	128	25	36	31	27	26
54.0101 - History	128	28	29	24	16	16
Total		1,700	1,645	1,580	1,453	1,422
Total Unduplicated		1,637	1,567	1,509	1,379	
Total Undergraduate		1,748	1,688	1,620	1,481	1,449
Total Unduplicated Undergraduate		1,637	1,567	1,509	1,380	

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

The undergraduate certificate in Alpine Operations ranges from 24 credit hours to completion via the business track to 26 credit hours to completion via the community health track. The underrgaduate certificate in GIS ranges from 15 to 16 credit hours to completion, which is 12 credits at UMF and another 3 to 4 credits depending on electives chosen at either University of Maine at Machias or University of Southern Maine.

Totals for degree/certificate majors includes students more than once if they are pursuing multiple majors. An unduplicated headcount is provided under the duplicated total for data integrity purposes.

Discontinued Majors:
*19.0702 - Aging Studies

Discontinued Undergraduate Certificates (non-Title IV):
*51.1501 - Addiction Rehabilitation

Merged Majors:
*13.1205 - Secondary Ed Life Sciences and 13.1205 - Secondary Ed Physical Sciences are combined into 13.1316 - Secondary Ed Science
*32.0101 - Johnson Scholars TRiO Program was combined with 24.0199 - Liberal Arts Undeclared, or the respectively chosen majors
*03.0103 - Environmental Policy/Planning and 45.0701 - Geography are combined into 45.0799 - Geography and Environmental Planning
*45.1301 - Culture, Meaning, and Society was transformed into 45.0201 - Anthropology
*50.0706 - Interactive Media was transformed into 11.1004 - Web and Media Design

		Number of credits*	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
	Standard 4: The Academic Program (Headcount by GRADUATE Major)						
?	For Fall Term, as of Census Date						
Master's (add more rows as needed)							
?	13.0406 - MS in Education	33 to 36	81	88	135	144	157
	42.2803 - MA in Counseling Psychology	64			8	21	23
	Total		81	88	143	165	180
Doctorate (add more rows as needed)							
?							
	Total		0	0	0	0	0
First Professional (add more rows as needed)							
?							
	Total		0	0	0	0	0
Other; specify (add more rows as needed)							
?	**Certificates of Graduate Study**						
	13.0401 - Administration	12	20	9	10	7	8
	13.0401 - Systems of Student Support	12		3	1		1
	13.0402 - Spec Education Administration	15		2	7	8	9
	13.1004 - Gifted and Talented Education	12	7	13	5	3	3
	13.1099 - Special Education Elementary	12		1	3	1	1
	13.1099 - Special Education Secondary	15		2	4	1	1
	13.1311 - Math Coaching	12	5	4	3		3
	13.1311 - Math Intervention Specialist	12		12	9	12	13
	13.1311 - Math Leadership	12	29	10	13	19	21
	13.1401 - English Language Learning	15		4	4	13	14
	13.9999 - Proficiency Based Education	12	8	1			0
	42.2814 - Applied Behavior Analysis	12	5	1			0
	Total		74	62	59	64	74
	Total Unduplicated		74	58	54	61	
	Total Graduate		155	150	202	229	254
	Total Unduplicated Graduate		146	141	191	220	

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

The MS in Education major combines several formerly independent majors under one major as of Fall 2021, with students able to choose between concentrations in education leadership, special education, early childhood education, or mathematics education and completion being 33 to 36 total credit hours depending on the chosen concentration.
The graduate certificates in applied behavior analysis and proficiency based education were discontinued.
Totals for degree/certificate majors includes students more than once if they are pursuing multiple majors. An unduplicated headcount is provided under the duplicated total for data integrity purposes.

Discontinued certificates of graduate study:
* 13.9999 - Proficiency Based Education
* 42.2814 - Applied Behavior Analysis
*

Standard Four: University of Maine at Farmington

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
	3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2018)	**(FY 2019)**	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**
Undergraduate (add more rows as needed)					
Division of Secondary and Special Education	3,162	2,983	2,970	2,336	2,289
Division of Psychology and Human Development	4,980	4,748	4,619	4,371	4,283
Division of Community Health Education, Recreation and Rehabilitation Services	5,423	4,465	3,950	3,866	3,788
Division of Elementary, Early Childhood and Early Childhood Special Education	5,823	5,793	5,909	5,278	5,172
Division of Mathematics and Computer Science	4,805	4,412	4,307	4,082	4,000
Division of Natural Sciences	5,021	5,445	4,612	4,742	4,647
Division of Social Sciences and Business	8,674	8,284	8,565	7,748	7,592
Division of the Humanities	7,937	7,451	7,221	6,618	6,485
Division of the Visual and Performing Arts	3,128	2,812	3,156	2,944	2,885
Academic Career Exploration (ACE)		31	43	16	16
First-Year Seminar (FYS)	1,624	1,424	1,408	1,356	1,329
Honors (HON)	686	858	744	570	559
International and Global Studies (INS)	210	256	287	236	231
Interdisciplinary (INT)		40	18		0
Liberal Arts (LIA)	632	503	389	13	13
Total	52,105	49,505	48,198	44,176	43,287
Graduate (add more rows as needed)					
Graduate Studies	2,913	3,078	2,847	3,090	3,368
Division of Psychology and Human Development				252	275
Total	2,913	3,078	2,847	3,342	3,643
Information Literacy Sessions					
Main campus					
Sessions embedded in a class	90	72	51	70 (est)	70 (est)
Free-standing sessions	43	63	115	100 (est)	100 (est)
Branch/other locations					
Sessions embedded in a class	0	0	0	0	0
Free-standing sessions	0	0	0	0	0
Online sessions	0	0	0	0	0
URL of Information Literacy Reports:	N/A				
Please enter any explanatory notes in the box below					

Standard Four: University of Maine at Fort Kent

			Standard 4: The Academic Program					
			(Summary - Degree-Seeking Enrollment and Degrees)					
			Fall Enrollment* by location and modality, as of Census Date					
Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy. D., D.B.A.)	M.D., J. D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	33	350						383
Main Campus PT	13	115						128
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	1	50						51
Distance education PT	3	228						231
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	50	743	0	0	0	0	0	793
Total FTE	36.40	501.53						537.93
Enter FTE definition:	15 credit hours = 1 FTE	15 credit hours = 1 FTE						
Degrees Awarded, Most Recent Year	15	228						243

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Distance education includes students in "Online" and "Your Pace" (AP) programs. Bachelor-degree numbers include four students in transfer programs (which begin at UMFK and then continue at UMPI). For students double-majoring in different degree/certificate types (e.g., simultaneously pursuing an Assocaite and Bachelors, or Bachelors and Certificate), FTE was divided equally among the two in order to ensure the FTE total was not over-estimated or double-counted. For Degrees Awarded, Most Recent Year, see the Completions Report on the UMS Databook page: https://www.maine.edu/databook/student-related-reports/

Standard Four: University of Maine at Fort Kent

<table>
<tr><td colspan="7">Standard 4: The Academic Program</td></tr>
<tr><td colspan="7">(Summary - Non-degree seeking Enrollment and Awards)</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="7">Fall Enrollment* by location and modality, as of Census Date</td></tr>
<tr><td colspan="7"></td></tr>
<tr>
<td>Degree Level/ Location & Modality</td>
<td>Title IV-Eligible Certificates: Students Seeking Certificates</td>
<td>Non-Matriculated Students</td>
<td>Visiting Students</td>
<td>Total Non-degree-Seeking</td>
<td>Total degree-seeking (from previous page)</td>
<td>Grand total</td>
</tr>
<tr><td>Main Campus FT</td><td>1</td><td>2</td><td></td><td>3</td><td>383</td><td>386</td></tr>
<tr><td>Main Campus PT</td><td>0</td><td>658</td><td></td><td>658</td><td>128</td><td>786</td></tr>
<tr><td>Other Principal Campus FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Principal Campus PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Branch campuses FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Branch campuses PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Locations PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Overseas Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Overseas Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Distance education FT</td><td>0</td><td>8</td><td></td><td>8</td><td></td><td>8</td></tr>
<tr><td>Distance education PT</td><td>0</td><td>58</td><td></td><td>58</td><td></td><td>58</td></tr>
<tr><td>Correspondence FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Correspondence PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Low-Residency FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Low-Residency PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Unduplicated Headcount Total</td><td>1</td><td>726</td><td>0</td><td>727</td><td></td><td>727</td></tr>
<tr><td>Total FTE</td><td>0.40</td><td>179.80</td><td></td><td>180</td><td></td><td>180.20</td></tr>
<tr><td>Enter FTE definition:</td><td>15 credit hours = 1 FTE</td><td>15 credit hours = 1 FTE</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Certificates Awarded, Most Recent Year</td><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Non-Matriculated students include Non-Degree, Non-Degree Distance Education, and Non-Degree High School. For students double-majoring in different degree/certificate types (e.g., simultaneously pursuing an Assocaite and Bachelors, or Bachelors and Certificate), FTE was divided equally among the two in order to ensure the FTE total was not over-estimated or double-counted. For Certificates Awarded, Most Recent Year, see the Completions Report on the UMS Databook page: https://www.maine.edu/databook/student-related-reports/

	Number of credits*	3 Years Prior Fall 2018	2 Years Prior Fall 2019	1 Year Prior Fall 2020	Current Year Fall 2021	Next Year Forward (goal) (Fall 2022)
Standard 4: The Academic Program						
(Headcount by UNDERGRADUATE Major)						
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
11.0103 - Information Security Certificate	18	0	1	0	0	0
51.0702 - Healthcare Management Certificate	18	4	4	0	1	0
51.1599 - Mental Health and Rehabilitation MHRT Certificate	18	4	3	5	0	0
Total		8	8	5	1	0
Associate (add more rows as needed)						
11.0701 - General Studies - Computer Science Concentration	60	5	4	2	4	4
11.1003 - Information Security	60	0	0	0	1	2
11.1003 - Information Security (Online Program)	60	1	1	0	2	1
24.0101 - General Studies	60	1	6	10	5	5
24.0101 - General Studies (Online Program)	60	3	0	0	0	0
3.0501 - Forestry	60	12	15	12	15	14
43.0103 - General Studies - Conservation Law Enforcement Concentration	60	5	5	2	2	2
43.0103 - General Studies - Conservation Law Enforcement Concentration (Online Program)	60	4	2	2	0	0
43.0104 - General Studies - Criminal Justice Concentration	60	17	24	9	6	5
43.0104 - General Studies - Criminal Justice Concentration (Online Program)	60	6	4	5	2	2
44.0000 - General Studies - Behavioral Science Concentration	60	2	1	2	1	1
44.0000 - Human Services	60	0	0	3	7	6
44.0401 - General Studies - Emergency Management Concentration (Online Program)	60	1	1	0	0	0
51.0000 - Allied Health	60	19	16	7	2	2
52.0101 - General Studies - Accounting Concentration	60	3	2	1	0	0
52.0101 - General Studies - Accounting Concentration (Online Program)	60	3	0	0	0	0
52.0101 - General Studies - Business Concentration	60	6	10	3	4	4
Undeclared						
Total		88	91	58	51	48
Baccalaureate (add more rows as needed)						
11.0202 - Computer Application	120	13	12	19	10	10
11.1003 - Cybersecurity	120	21	18	13	11	11
13.1202 - Elementary Education	120	8	0	0	0	0
13.1202 - Transfer Program - Education	120	4	4	4	3	3
23.0101 - English	120	2	2	3	4	4
24.0101 - Allied Health	120	0	1	0	5	5
24.0101 - Allied Health (Online Program)	120	1	0	0	0	0
24.0101 - Bachelor of Arts and Sciences	120	24	17	14	14	14
24.0101 - Bachelor of Arts and Sciences Online	120	2	1	5	2	2
26.0101 - Biology	120	33	21	21	13	13
3.0103 - Environmental Studies Program	120	13	10	8	5	5
30.1701 - Behavioral Science	120	47	46	48	36	35
43.0103 - Conservation Law Enforcement	120	21	18	24	30	30
44.0401 - Rural Public Safety Administration	120	18	11	11	10	
44.0401 - Rural Public Safety Administration (Online Program)	120	4	2	1	0	
45.9999 - Social Science	120	2	0	0	0	
45.9999 - Transfer Program - History and Political Science	120	0	0	2	1	
51.3801 - Nursing (Accelerated Program)	60	64	57	60	51	
51.3801 - Nursing (AP)	126	0	26	154	236	
51.3801 - Nursing (Online Program)	120	174	120	71	40	
51.3801 - Nursing (Traditional)	126	405	346	267	173	
52.0101 - Business Management	120	88	82	82	96	
52.0101 - Business Management (Online Program)	120	13	7	2	0	
Undeclared	N/A	0	10	8	9	
Total		957	811	817	749	132
Total Undergraduate		1,053	910	880	801	180

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard Four: University of Maine at Fort Kent

	Standard 4: The Academic Program (Headcount by GRADUATE Major)					
? For Fall Term, as of Census Date						
?	Number of credits*	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Master's (add more rows as needed)						
? N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total		0	0	0	0	0
Doctorate (add more rows as needed)						
? N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total		0	0	0	0	0
First Professional (add more rows as needed)						
?						
Total		0	0	0	0	0
Other; specify (add more rows as needed)						
?						
Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program					
(Credit Hours Generated and Information Literacy)					

Credit Hours Generated By Department or Comparable Academic Unit

		3 Years Prior (FY2019)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Current Year (FY2022)	Next Year Forward (goal) (FY 2023
Undergraduate (add more rows as needed)						
	Arts and Humanities	7,378	6,335	6,362	5,555	
	Behavioral Sciences	2,760	2,085	2,311	1,822	
	Business	1,702	1,563	1,736	1,668	
	Computer Sciences	1,412	1,154	1,012	996	
	Mathematics	1,880	1,461	1,280	1,191	
	Natural Sciences	2,248	2,780	2,908	1,784	
	Nursing	9,812	9,592	9,621	8,617	
	Crim Just, Pub Admin, Soc Service	1,185	997	822	955	
	UMFK Other	384	243	258	21	
	Total	28,761	26,210	26,310	22,609	0
Graduate (add more rows as needed)						
	Total	0	0	0	0	0

Information Literacy Sessions

	Main campus					
	Sessions embedded in a class	0	0	0	0	0
	Free-standing sessions	14	19	3	13	19
	Branch/other locations					
	Sessions embedded in a class	N//A	N//A	N//A	N//A	N//A
	Free-standing sessions	N//A	N//A	N//A	N//A	N//A
	Online sessions				2	0

URL of Information Literacy Reports:

https://internal.umfk.edu/library/about/annreports/LibraryAnnualReport2021Complete.pdf

Please enter any explanatory notes in the box below

1) Dual Enrollment (Early College) credit hours are included in the credit hours by department based on the department offering the course. 2) Information Literacy Sessions: Covid reduced the number of on-campus sessions for FY2021. Online sessions (not embedded in a class) were attempted with limited to no results.

Standard Four: University of Maine at Presque Isle

Standard 4: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)								
Fall Enrollment* by location and modality, as of Census Date								
Degree Level/ Location & Modality	**Associate's**	**Bachelor's**	**Master's**	**Clinical doctorates**	**Professional**	**M.D., J.D.,**	**Ph.D.**	**Total Degree-**
Main Campus FT	44	406						450
Main Campus PT	41	44						85
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	2	275	9					286
Distance education PT	9	162	8					179
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	96	887	17	0	0	0	0	1,000
Total FTE	63.90	758.20	15.00					837.10
Enter FTE definition:	Credit hours / 15	Credit hours / 15	Credit hours / 6					
Degrees Awarded, Most Recent Year	19	177	0					196

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Students in the Nursing Transfer program are counited as Associate degree-seeking students. We count them the same way for IPEDS.

The total unduplicated degree-seeking headcount at census is actually 1000, this is not an error.

The graduate program is new, and did not have any degrees awarded in the most recently completed academic year (2021).

Standard Four: University of Maine at Presque Isle

<table>
<tr><td colspan="7" align="center">Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)</td></tr>
<tr><td colspan="7"></td></tr>
<tr><td colspan="7" align="center">Fall Enrollment* by location and modality, as of Census Date</td></tr>
<tr>
<td>Degree Level/ Location & Modality</td>
<td>Title IV-Eligible Certificates: Students Seeking Certificates</td>
<td>Non-Matriculated Students</td>
<td>Visiting Students</td>
<td>Total Non-degree-Seeking</td>
<td>Total degree-seeking (from previous page)</td>
<td>Grand total</td>
</tr>
<tr><td>Main Campus FT</td><td></td><td>46</td><td></td><td>46</td><td>450</td><td>496</td></tr>
<tr><td>Main Campus PT</td><td></td><td>368</td><td></td><td>368</td><td>85</td><td>453</td></tr>
<tr><td>Other Principal Campus FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Principal Campus PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Branch campuses FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Branch campuses PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Other Locations PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Overseas Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Overseas Locations FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Distance education FT</td><td></td><td>1</td><td></td><td>1</td><td>286</td><td>287</td></tr>
<tr><td>Distance education PT</td><td></td><td>175</td><td></td><td>175</td><td>179</td><td>354</td></tr>
<tr><td>Correspondence FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Correspondence PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Low-Residency FT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Low-Residency PT</td><td></td><td></td><td></td><td>0</td><td></td><td>0</td></tr>
<tr><td>Unduplicated Headcount Total</td><td>0</td><td>590</td><td>0</td><td>590</td><td>1,000</td><td>1,590</td></tr>
<tr><td>Total FTE</td><td></td><td>215.80</td><td></td><td>216</td><td>837.10</td><td>1,052.90</td></tr>
<tr><td>Enter FTE definition:</td><td></td><td>Credit hours /15</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Certificates Awarded, Most Recent Year</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard Four: University of Maine at Presque Isle

	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Standard 4: The Academic Program (Headcount by UNDERGRADUATE Major)						
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
Women's Studies	21.00	1.00	1.00	-	-	
Total		1	1	0	0	0
Associate (add more rows as needed)						
Applied Art	61	2	1	2	3	
Criminal Justice	61	8	7	9	12	
Liberal Studies	64	14	12	13	9	
Medical Laboratory Technology	71	15	17	15	12	
Physical Therapist Assistant	75	18	29	17	13	
Professional Communication	64	0	1	1	-	
Special Education Paraprofessional	64	1	-	1	1	
Transition Program: Nursing	65	13	26	55	64	
Undeclared	n/a			-	-	
Total		71	93	113	114	0
Baccalaureate (add more rows as needed)						
Accounting	120	0	9	33	65	
Agricultural Science & Agribusiness	120	1	12	16	22	
Applied Science	120	7	4	3	5	
Art	120	5	4	1	-	
Athletic Training	120	20	-	-	-	
Bachelor of Social Work	120	46	40	38	33	
Biology	120	38	36	29	24	
Business Administration	120	220	211	209	215	
Computer Science	120	0	-	1	8	
Criminal Justice	120	56	44	50	41	
Cybersecurity	120	0	11	7	11	
Elementary Education	120	52	86	87	95	
English	120	30	21	30	25	
Environment Science and Sustainability	120	27	18	17	22	
Exercise Science	120	29	44	48	39	
Fine Arts	120	7	10	12	12	
Health Administration	120	0	-	1	2	
History	120	3	-	-	-	
History and Political Science	120	18	22	32	44	
Liberal Studies	120	35	16	44	76	
Mathematics	120	6	4	8	9	
Physical Education	120	13	15	19	17	
Psychology	120	65	59	71	78	
Secondary Education	120	25	25	15	22	
Undeclared	n/a	17	22	28	22	
Total		720	713	799	887	0
Total Undergraduate		792	807	912	1,001	0

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Students in the Nursing Transfer program are counted as Associate degree-seeking students.

Accounting was previously suspended, and brought back in Fall 2019.

	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)	
Standard 4: The Academic Program							
(Headcount by GRADUATE Major)							
? For Fall Term, as of Census Date							
Master's (add more rows as needed)							
? Organizational Leadership	36				17		
Total		0	0	0	17	0	
Doctorate (add more rows as needed)							
?							
Total		0	0	0	0	0	
First Professional (add more rows as needed)							
?							
Total		0	0	0	0	0	
Other; specify (add more rows as needed)							
?							
Total		0	0	0	0	0	
Total Graduate		0	0	0	17	0	

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

The graduate program is new to the institution. There is no data to report for Fall 2020 and earlier.

Standard Four: University of Maine at Presque Isle

Standard 4: The Academic Program					
(Credit Hours Generated and Information Literacy)					
Credit Hours Generated By Department or Comparable Academic Unit					
	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Undergraduate (add more rows as needed)					
College of Arts and Sciences	3,090	3,936	3,645	3,002	
College of Professional Programs	6,073	5,064	5,184	4,865	
YourPace	0	285	1,695	3,735	
Non-Degree	4,122	3,153	3,000	3,237	
Other	782	510	714	729	
Total	14,067	12,948	14,238	15,568	0
Graduate (add more rows as needed)					
YourPace				90	
Total	0	0	0	90	0
Information Literacy Sessions					
Main campus					
Sessions embedded in a class	13	12	9	12	
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	1	1	10	4	
URL of Information Literacy Reports:					
Please enter any explanatory notes in the box below					

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	1	3,170	115	0	50	239	0	3,575
Main Campus PT	13	859	308	11	82	17	22	1,312
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT	0	353	89		35			477
Distance education PT	1	271	544		159			975
Correspondence FT								0
Correspondence PT								0
Low-Residency FT			82				2	84
Low-Residency PT			51				18	69
Unduplicated Headcount Total	15	4,653	1,189	11	326	256	42	6,492
Total FTE	5.03	3,819.97	854.48	5.00	243.00	244.80	28.78	5,201.06
Enter FTE definition:	15	15	9	9	9	15	9	81
Degrees Awarded, Most Recent Year	31	1,275	407	0	107	81	5	1,906

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Associate Column Reflects Certificates at USM. Masters include Certificate of Grad Studies (CGS).
***
UMS defines its' Institutions as Home vs Host when it considers Headcount, SCH and FTE. Beginning Fall 2020, Headcount, Student Credit Hours (SCH) and FTE are reported differently based on Inter-institutional Cross-listed course Host and Home definitions.

The Host institution (is responsible for the faculty, and for ensuring the quality, rigor, and assessment of the course) receives the SCH.

The Home institution (where the student is matriculated, receives student support/resources, and where the students' primary enrollment is) keeps the FTE and Headcount.

Standard Four: University of Southern Maine

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

			Fall Enrollment* by location and modality, as of Census Date			
Degree Level/ Location & Modality	**Title IV-Eligible Certificates: Students Seeking Certificates**	**Non-Matriculated Students**	**Visiting Students**	**Total Non-degree-Seeking**	**Total degree-seeking (from previous page)**	**Grand total**
Main Campus FT	3	48		51	3,575	3,626
Main Campus PT	46	1,407		1,453	1,312	2,765
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0	477	477
Distance education PT				0	975	975
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0	84	84
Low-Residency PT				0	69	69
Unduplicated Headcount Total	49	1,455	0	1,504	6,492	7,996
Total FTE	23.67	452.51		476	5,201.06	5,677.24
Enter FTE definition:	9	15 for Undergrad and 9 for Gradiate				
Certificates Awarded, Most Recent Year	20					

Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior Fall 2020	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Certificate (add more rows as needed)						
01.1302 - Post-Bacc Pre-Veterinary Stud	50			1		
30.1101 - Gerontology	15	2	1	2	1	1.00
45.0799 - Applied Geographic Information	14	3	3	1		
51.0999 - Foundations of Holistic Health	12		1	4	2	1.00
51.1102 - Post-Bacc Pre-Medical Studies	52		3	6	5	3.00
52.0213 - Leadership	12		1			
52.0301 - Accounting	15	16	13	12	7	7.00
52.0801 - Finance	15		2			
52.0903 - Tourism Development & Planning	12		1			
52.0907 - Event Planning and Management	12		1			
52.1304 - Actuarial Science	32	1		1		
52.1701 - Risk Management & Insurance	15	5				
Total		27	26	27	15	12
Associate (add more rows as needed)						
Undeclared						
Total		0	0	0	0	0
Baccalaureate (add more rows as needed)						
03.0103 - Environmental Planning &Policy	120	30	38	29	22	22
03.0104 - Environmental Science - BS	120	54	50	42	47	45
05.0207 - Women and Gender Studies	120	12	5	7	6	8
09.0101 - Communication	120	110	113	86	92	88
09.0102 - Media Studies	120	72	85	78	75	75
11.0701 - Computer Science	120	133	136	133	134	135
11.1099 - Information Technology	120	66	57	51	47	47
13.1202 - Elementary Education	120				99	120
13.1302 - Art Education	120	29	25	25	30	28
13.1309 - Applied Technical Leadership	120	11	12	12	8	8
13.1312 - Music Education	120	60	65	57	48	46
14.0101 - Transfer Pgrm in Engineering	(blank)	12	28	23	15	12
14.1001 - Electr & Computer Engineering	128.5	89	86	85	62	60
14.1901 - Mechanical Engineering	128.5	134	134	122	112	110
15.0612 - Technology Management	120	45	42	27	18	12
16.0102 - Linguistics	120	98	103	92	75	74
16.0901 - French	120	1				
23.0101 - English	120	174	159	150	121	120
24.0101 - Liberal Studies	120	61	71	73	50	45
24.0101 - Self Designed	120	8	9	12	5	7
24.0101 - Undeclared	(blank)	373	300	298	239	240
26.0101 - Biology	120	312	288	282	257	253
26.0202 - Biochemistry	120	29	26	23	24	25
27.0101 - Mathematics	120	36	37	44	37	37
31.0505 - Exercise Science	120	94	74	76	92	90
38.0101 - Philosophy	120	16	16	11	12	10
40.0101 - Natural & Applied Sciences	120	11	7	2	3	-
40.0501 - Chemistry-BA	120			1	1	1
40.0501 - Chemistry-BS	120	24	17	14	15	12
40.0801 - Physics	120	21	20	21	20	19
42.0101 - Psychology	120	228	240	252	241	250
43.0403 - Cyber Security	120	59	71	73	67	59
44.0701 - Social Work	120	146	153	139	107	105
45.0401 - Criminology	120	117	116	114	99	100
45.0601 - Economics - BA	120	27	22	22	13	12
45.0601 - Economics - BS	120	32	29	21	18	18
45.1001 - Political Science	120	126	132	134	115	18
45.1101 - Sociology	120	26	31	38	36	27
45.9999 - Geography/Anthropology	120	41	35	27	23	25
45.9999 - Social & Behav Sciences	120	195	206	199	232	220
50.0501 - Theatre	120	37	48	43	40	41
50.0701 - Art	120	46	42	50	64	67
50.0702 - Studio Art	120	35	25	33	30	25
50.0901 - Music	120	16	17	14	16	16
50.0903 - Music Performance	120	43	48	56	51	54
50.0999 - Musical Theatre	120	12	17	11	8	10
51.0913 - Athletic Training	120	76	65	32	13	13
51.0999 - Health Sciences	120	235	241	242	228	230
51.2201 - Public Health	120		13	35	33	36
51.2309 - Recreation and Leisure Studies	120	35	25	20	22	21
51.3801 - Nursing	120	460	488	513	502	538
52.0201 - Business Administration	(blank)	1				
52.0201 - Business Management	120	415	432	277	162	153
52.0201 - Management	120			89	130	90
52.0201 - Sport Management	120	61	68	64	65	60
52.0213 - Leadership & Org Studies	120	72	91	84	62	83
52.0301 - Accounting	120	126	112	113	86	85
52.0801 - Finance	120	75	83	73	91	89
52.0903 - Tourism and Hospitality	120	63	49	35	26	29
52.1399 - Business Analytics	120	1	17	20	39	33
52.1401 - Marketing	120	88	91	88	104	106
54.0101 - History	120	131	122	125	108	98
Conditional						
09.0101 - Communication - GO	(blank)	1	1	1		
11.0701 - Computer Science - GO	(blank)	1				
14.0101 - Engineering - GO	(blank)	2	1			
24.0101 - English Language Bridge - GO	(blank)	39	36	28	13	16
24.0101 - Undeclared - GO	(blank)	59	48	47	42	40
24.0103 - Humanities - GO	(blank)			1		
26.0101 - Biology - GO	(blank)			1		
26.0202 - Biochemistry - GO	(blank)	1	1			
27.0101 - Mathematics - GO	(blank)	1				
42.0101 - Psychology - GO	(blank)	1				
45.1001 - Political Science - GO	(blank)	1				
45.1101 - Sociology - GO	(blank)				1	
45.9999 - Social & Behavioral Sci - GO	(blank)		1			
50.0501 - Theatre - GO	(blank)	1	1	1		
50.0701 - Art - GO	(blank)	1				
52.0903 - Tourism and Hospitality - GO	(blank)	1				
NonDegree						
- Aspirations - Early College	(blank)	199	239	204	193	200
- Exchange Student	(blank)	5	8		7	5
- High School - Early College	(blank)	519	859	572	848	850
- Non Degree - ESL	(blank)	4	8	11	18	18
- Non Degree - Undergraduate	(blank)	374	300	281	214	230
- Non-Degree MCA	(blank)			1		
- Non-Degree STC	(blank)	8	9	8	7	4
- Non-Degree STJ	(blank)	5	5	2	1	
- Non-Degree UNE	(blank)			1		
Undeclared - see 24.0101 above						
Total		6,363	6,649	6,071	5,941	5,823
Total Undergraduate		6,390	6,675	6,098	5,956	5,835

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard Four: University of Southern Maine

Standard 4: The Academic Program (Headcount by GRADUATE Major)						
For Fall Term, as of Census Date						
	Number of credits*	3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Next Year Forward (goal) (Fall 2022)
Master's (add more rows as needed)						
13.1001 - Special Education	30-57	60	48	99	98	97
13.1101 - Counseling	54-63	125	132	138	143	153
13.1201 - Adult and Higher Education	36	46	42	43	43	45
13.1312 - Music Education	32				1	
22.0299 - Master of Laws	24	13	3	1	3	
23.1302 - Creative Writing	60	74	67	55	48	40
26.0101 - Biology	30-32	9	13	14	5	7
27.0501 - Statistics	30	10	8	14	13	14
42.2806 - Educational Psychology	36-84	55	86	166	215	223
43.0403 - Cyber Security	30			8	13	13
44.0501 - Policy, Planning, & Management	36	84	77	73	78	80
44.0701 - Social Work	31	93	115	103	85	89
50.0903 - Music Performance	30	1	3	3	5	3
50.0904 - Music Composition	30		1	2	1	1
50.0906 - Music Conducting	31-32	5	3	2	1	1
50.0910 - Music Jazz Studies	30	1	1			
50.0912 - Music Pedagogy	30	4	2	3	8	6
51.0913 - Athletic Training	65				8	16
51.2201 - Public Health	45	47	40	46	51	56
51.2306 - Occupational Therapy	80	102	101	86	67	74
51.3801 - Nursing	36-115	100	105	132	190	200
52.0201 - Business Administration	36	52	39	16		
52.0213 - Leadership Studies	36	60	53	52	50	56
MastersCGS						
11.0401 - Data Science	15	2	2	1		
13.0202 - Culturally Responsive Practice	12	1		1	2	2
13.0408 - Assistant Principal	15	4	5	8	6	8
13.1004 - Gifted and Talented	12				5	5
13.1011 - Youth with Disabilities	12		1			
13.1315 - Literacy	12	1		2	3	4
13.1401 - English as a Second Language	15	7	9	7	5	5
30.3301 - Comm Planning/Sustainable Dev	12	2	4	2	4	
42.2806 - Applied Behavior Analysis	24	6	9	16	15	13
43.0403 - Cyber Security	12			1	1	1
44.0401 - Public Management	12	1	1			
44.0501 - Applied Research & Eval Meth	12	2				
44.0501 - Policy Analysis	12	1	1	2	6	6
45.0101 - Food Studies	12		2	1	1	1
45.0799 - Applied Geographic Information	12	5	2	2	2	2
51.1599 - Mental Health Rehabilitation	15	1		1	2	2
51.2201 - Public Health	15	6	7	8	1	1
51.9999 - Hlthcare Quality/Patient Safet	12	1	1	2	1	1
52.0206 - Public & Nonprofit Management	12	5	5	4	5	3
52.0213 - Leadership	12	2	3	2	1	4
52.0213 - Prof Leadership Education	12			1		
52.0299 - Creative Leadership/Global Str	12			1		
52.1003 - Organization Development	15			1	3	3
52.1399 - Business Analytics	15	3	2	1		
Title4Certificates						
13.0401 - Educational Leadership	30	17	20	10	20	20
13.1101 - Counseling	30	7	8	7	9	12
13.1201 - Adult Learning	30	4	2	4	3	3
13.1315 - Literacy Education	30	8	8	7	10	7
13.1401 - English as a Second Language	30	1	1		2	1
51.3801 - Nursing	18-40	3	7	6	5	5
Total		1,031	1,039	1,154	1,238	1,283
Doctorate (add more rows as needed)						
13.0301 - Teacher Leadership	30	14	19	34	39	39
13.0401 - Educational Leadership	36	43	36	40	63	63
13.1206 - Teaching and Learning	48-57	93	81	85	87	85
13.1315 - Applied Literacy	33		1			
13.1315 - Literacy Education	36	32	32	32	24	22
13.1401 - Teach Engl to Speakers Oth Lan	36	29	39	70	92	80
42.2805 - PsyD School Psychology	111	13	14	18	21	30
44.0501 - Public Policy	45	36	19	16	22	30
51.2306 - Occupational Therapy PProf Lev	36			6	10	12
51.3818 - Nursing	36	3	2	1	1	
52.0213 - Leadership	96			12	20	28
Total		263	243	314	379	389
First Professional (add more rows as needed)						
22.0101 - Law	90	240	252	256	256	
Total		240	252	256	256	0
Other; specify (add more rows as needed)						
NonDegree						
- Exchange Student - Graduate	(blank)		1			
- Non Degree - Graduate	(blank)	216	217	198	164	170
- Non Degree - Law	(blank)		2	2	3	
Total		216	220	200	167	170
Total Graduate		1,750	1,754	1,924	2,040	1,842

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2___)
Undergraduate (add more rows as needed)					
Bachelors					
03.0103 - Environmental Planning &Policy	779	998	693	527	500
03.0104 - Environmental Science - BS	1,389	1,446	1,154	1,155	1,100
05.0207 - Women and Gender Studies	292	158	162	177	145
09.0101 - Communication	3,164	2,923	2,421	2,448	2,500
09.0102 - Media Studies	1,927	2,335	2,192	2,055	2,000
11.0701 - Computer Science	3,178	3,293	3,394	3,270	3,160
11.1099 - Information Technology-BS	1,566	1,345	1,245	1,160	1,144
13.1202 - Elementary Education			354	2,733	3,120
13.1302 - Art Education	674	612	584	799	678
13.1309 - Applied Technical Leadership	178	192	179	89	40
13.1312 - Music Education	1,728	1,860	1,691	1,365	1,400
14.0101 - Engineering	306	734	588	396	400
14.1001 - Electrical Engineering	2,606	2,556	2,433	1,602	1,589
14.1901 - Mechanical Engineering	3,666	3,614	3,128	2,958	2,890
15.0612 - Industrial Technology	890	830	510	359	389
16.0102 - Linguistics	2,826	2,866	2,396	1,873	1,800
16.0901 - French	13				
23.0101 - English	4,630	4,140	3,713	3,041	3,050
24.0101 - Liberal Studies	1,652	1,843	1,700	1,033	1,000
24.0101 - Self Designed	264	312	336	161	170
24.0101 - Undeclared	8,502	6,987	7,142	5,933	6,000
26.0101 - Biology	8,163	7,856	7,418	6,508	6,433
26.0202 - Biochemistry	751	694	641	681	651
27.0101 - Mathematics	856	900	1,044	884	864
31.0505 - Exercise Science	2,679	2,275	2,216	2,706	2,521
38.0101 - Philosophy	328	305	191	250	200
40.0101 - Natural & Applied Sciences	255	178	73	37	
40.0501 - Chemistry-BA	4	13	36	33	35
40.0501 - Chemistry-BS	611	504	339	373	370
40.0801 - Physics	520	562	437	406	406
42.0101 - Psychology	6,211	6,307	6,142	6,166	6,130
43.0403 - Cyber Security	1,777	1,876	1,959	1,648	1,630
44.0701 - Social Work	4,016	3,908	3,670	2,734	2,700
45.0401 - Criminology	3,125	3,127	3,059	2,566	2,500
45.0601 - Economics	765	616	435	390	400
45.0601 - Economics - BS	885	649	543	332	325
45.1001 - Political Science	3,590	3,682	3,629	3,260	3,200
45.1101 - Sociology	842	861	915	909	900
45.9999 - Geography/Anthropology	1,053	953	753	568	554
45.9999 - Social & Behav Sciences	4,931	5,245	5,126	5,803	5,423
50.0501 - Theatre	1,112	1,342	1,138	1,100	1,100
50.0701 - Art	1,088	1,042	1,200	1,554	1,535
50.0702 - Studio Art	749	597	712	744	756
50.0901 - Music - BA	471	487	323	436	440
50.0903 - Music Performance	1,287	1,406	1,556	1,500	1,489
50.0999 - Musical Theatre	371	526	348	244	239
51.0913 - Athletic Training	2,182	1,792	864	385	192
51.0999 - Health Sciences	7,222	7,090	6,792	6,325	6,300
51.2201 - Public Health		408	863	760	800
51.2309 - Therapeutic Recreation	839	588	492	503	480
51.3801 - Nursing	13,334	14,533	15,424	14,710	15,225
52.0201 - Business Administration	15	3			
52.0201 - General Management	10,684	11,153	6,953	3,669	3,700
52.0201 - Management			2,290	3,698	3,500
52.0201 - Sport Management	1,704	1,765	1,741	1,718	1,725
52.0213 - Leadership & Org Studies	1,576	1,931	1,603	1,185	1,200
52.0301 - Accounting	3,265	2,849	2,833	2,139	2,030
52.0801 - Finance	2,125	2,346	2,014	2,416	2,389
52.0903 - Tourism and Hospitality	1,903	1,370	930	772	821
52.1399 - Business Analytics	53	418	497	1,059	890
52.1401 - Marketing	2,486	2,456	2,535	2,801	2,725
54.0101 - History	3,535	3,191	3,216	2,857	2,775
Certificates					
01.1302 - Postbacc Pre-Veterinary Studies		9	33		
03.0104 - Applied Energy		3			
23.1303 - Public & Professional Writing	6	7	3	6	6
30.1101 - Gerontology	9	30	15	12	9
30.9999 - Lean Leadership				3	
45.0799 - Applied Geographic Information	42	33	18		
45.9999 - Regulatory Ethics				3	
51.0999 - Foundations of Holistic Health	15	33	27	27	15
51.1102 - Postbacc Pre-Medical Studies	5	64	94	64	46
52.0213 - Leadership Studies		9	9		
52.0299 - Creative Leadership/Global Str			9		
52.0301 - Accounting	139	121	139	119	112
52.0801 - Finance		27			
52.0804 - Financial Planning		3			
52.0903 - Tourism and Hospitality	3	27			
52.0907 - Event Planning and Management		6			
52.1304 - Actuarial Science	6	6	6		
52.1701 - Risk Management & Insurance	18		6		
Bachelors - Conditional					
09.0101 - Communication - GO	23	30	24		
09.0102 - Media Studies - GO	3			17	
11.0701 - Computer Science - GO	18				
14.0101 - Engineering - GO	25	6			
24.0101 - English Language Bridge - GO	894	744	592	281	
24.0101 - Undeclared - GO	1,123	1,094	999	999	899
24.0103 - Humanities - GO			13		
26.0101 - Biology - GO		13	7		
26.0202 - Biochemistry - GO	19	31			
27.0101 - Mathematics - GO	3				
42.0101 - Psychology - GO	25				
45.0401 - Criminology - GO	6				
45.1001 - Political Science - GO	49				
45.1101 - Sociology - GO			12	12	
45.9999 - Social & Behavorial Sci - GO		8			
50.0501 - Theatre - GO	29	27	21		
50.0701 - Art - GO	10				
52.0903 - Tourism and Hospitality - GO	22				
NonDegree					
- Aspirations - Early College	1,632	1,824	2,159	1,830	2,100
- High School - Early College	2,643	4,605	4,188	4,841	4,800
- Non-Degree ESL	39	63	47	87	
- Non-Degree MCA	15	6	3		
- Non-Degree STC	86	106	80	44	23
- Non-Degree STJ	45	32	21	12	12

- Non-Degree Undergraduate - NonFA	6,015	5,110	4,825	3,546	3,600
- Non-Degree UNE		3	3		
24.0101 - Exchange Students	99	181		161	89
Total	150,641	151,091	142,303	132,009	130,339

Graduate (add more rows as needed)

Doctorates					
42.2805 - School Psychology	287	344	411	366	
44.0501 - Public Policy	449	318	222	252	
51.2306 - Occupational Therapy PProf Lev			60	120	
51.3818 - Nursing	15	20	8	9	
52.0213 - Leadership			138	268	
First Prof					
22.0101 - Doctor of the Science of Law	2	2			
22.0101 - Law	7,142	7,340	7,285	7,489	
Masters					
11.0401 - Data Science	30	15	3		
11.0701 - Computer Science		3			
13.0202 - Culturally Responsive Practice	9		9	12	
13.0301 - Teacher Leadership	159	213	204	126	
13.0301 - Teacher Leadership (OL)		75	339	471	
13.0401 - Educational Leadership	531	387	330	318	
13.0401 - Educational Leadership (OL)			339	657	
13.0408 - Assistant Principal	54	48	120	75	
13.1001 - Special Education	909	742	615	630	
13.1001 - Special Education (OL)		84	1,110	1,212	
13.1004 - Gifted and Talented	9	3	12	21	
13.1011 - Youth with Disabilities		6			
13.1101 - Counseling	2,203	2,086	2,317	2,304	
13.1201 - Adult and Higher Education	591	540	527	525	
13.1206 - Teaching and Learning	2,267	1,771	2,055	1,875	
13.1312 - Music Education	21	23	12	17	
13.1315 - Applied Literacy		6			
13.1315 - Literacy Education	375	342	381	333	
13.1401 - English as a Second Language	105	147	90	64	
13.1401 - Teaching English as a Second Language	453	481	304	226	
13.1401 - Teaching English to Speakers of Other Languages (OL)		93	1,023	1,402	
22.0299 - Master of Law	274	50	24	74	
23.1302 - Creative Writing	2,151	1,893	1,659	1,503	
26.0101 - Biology	118	138	132	53	
27.0501 - Statistics	126	109	166	118	
30.3301 - Sustainable Development	9	24	30	30	
42.2806 - Applied Behavior Analysis	69	90	177	231	
42.2806 - Educational Psychology	847	1,601	2,961	3,506	
43.0403 - Cyber Security			57	105	
44.0401 - Public Management	9	9			
44.0501 - Applied Research & Eval Meth	15			3	
44.0501 - Policy Planning & Management	1,196	1,068	975	950	
44.0501 - Social Policy Analysis	9	12	21	51	
44.0701 - Social Work	1,955	2,529	2,182	1,646	
45.0101 - Food Studies	9	15	10	3	
45.0799 - Applied Geographic Information	56	40	32	27	
50.0903 - Music Performance	19	36	27	54	
50.0904 - Composition		15	35	6	
50.0906 - Conducting	70	31	23	12	
50.0910 - Jazz Studies	12	13	6		
50.0912 - Music Pedagogy	46	32	65	94	
51.0701 - Public Health	3				
51.0913 - Athletic Training				242	
51.1599 - Mental Health Rehabilitation	18	15	6	15	
51.2201 - Public Health	823	735	945	885	
51.2306 - Occupational Therapy	2,573	2,319	1,860	1,520	
51.3801 - Nursing	2,203	2,233	1,910	1,528	
51.3801 - Nursing (OL)			606	1,536	
51.9999 - Hlthcare Quality/Patient Safet	3	24	12	12	
52.0201 - Business Administration	761	480	108		
52.0206 - Non Profit Management	57	35	45	54	
52.0213 - Leadership Studies	791	733	708	651	
52.0213 - Prof Leadership Education			6	3	
52.0299 - Creative Leadership/Global Str			12		
52.1003 - Organization Development			6	15	
52.1399 - Business Analytics	21	24	3		
Title4 Certificates					
13.0401 - Educational Leadership	240	207	132	213	
13.1101 - Counseling	73	92	78	99	
13.1201 - Adult Learning	36	27	51	27	
13.1315 - Literacy Education	69	105	90	105	
13.1401 - English as a Second Language	15	9		30	
51.3801 - Nursing	68	110	106	64	
NonDegree					
- Non-Degree Graduate - NonFA	2,379	2,251	2,352	1,920	
- Non-Degree Law - NonFA	4	40	7	68	
24.0101 - Exchange Students - Graduate		3			
Inter-Institutional					
Inter-Institutional			81	156	
Total	32,735	32,235	35,619	36,380	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class					
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Annual is defined as Summer, Fall and Spring. Enrollment for FY2022 (Current) includes Summer2021, Fall2021, Spring2022. Enrollment for FY2021 (1 year prior) includes Summer2020, Fall2020, Spring2021. Enrollment for FY2020 (2 years prior) includes Summer2019, Fall2019, Spring2020. Enrollment for FY2019 (3 years prior) includes Summer2018, Fall2018, Spring2019.

Description

Enrollment: undergraduate recruitment

COVID-19 required a rapid and strategic shift in recruitment practices, including greater coordination and collaboration in planning and staging events across the University of Maine System (UMS). For example, UMS piloted a Presidential Tour series in spring 2020 showcasing each university for prospective and admitted students and their families. Broadcast live on YouTube, the tours garnered strongly positive feedback from attendees (in person and remote) at the initial height of pandemic uncertainty.

Learning from the Presidential Tour series, UMS made a spring 2021 investment in the Visit Days recruitment platform and developed a social and digital media campaign promoting weekly On Track For College events. Through these resources, prospective and admitted students visited with admissions and financial aid representatives from each UMS university in a live, one-on-one setting. UMS also invited Finance Authority of Maine (FAME) counselors to attend these events and assist students who had not filed the FAFSA with one-on-one preparation and submission. In addition, the Admissions directors (undergraduate and graduate) meet monthly to explore collaborations and share best practices.

Enrollment: graduate recruitment

In 2021, UMS hosted its first collaborative graduate school virtual open house featuring every UMS university with graduate programs. Future collaborative events are planned, and the graduate admissions directors from each UMS university now meet monthly to collaborate on recruitment initiatives.

Collaborative programs and strategic initiatives

Even prior to COVID and unified accreditation, UMS supported and encouraged collaborative programming among its universities. Several partnerships have produced enrollment increases at the smaller universities, and some have provided academic pathways to the larger universities for students interested in programs not available elsewhere.

For example, the Maine Engineering Pathways Program (MEPP), established in 2016, allows students to take general education courses needed for the engineering programs at UM and USM at the smaller UMS universities. When students complete the required curriculum at one of those universities with the requisite GPA, they receive automatic admission into the larger engineering programs and can transfer efficiently. Through the first three years of the program, 21 students enrolled in MEPP, with the largest number at UMA, and three students had transferred to UM or USM to continue their engineering education.

An early program assessment revealed that UMA's success in attracting MEPP students was tied to its decision to establish a defined major for MEPP rather than employing a check-box on the program application. The latter approach resulted in some students checking the box without understanding what MEPP entails. To correct this, the other participating universities have been encouraged to create a defined MEPP major along the UMA model.

The Law School's Rural Lawyer Project was launched in 2017 in response to a shortage of local legal services in a number of rural Maine communities. The project pairs students with local attorneys who serve as mentors and give students direct exposure to rural legal practice. The project began as a collaboration between the Law School and several non-profit partners.

As of spring 2022, the Law School is pursuing a related initiative: the development of a satellite legal clinic in Aroostook County, Maine's northernmost county. This pilot clinical program will bring students under the supervision of a licensed attorney to expand free legal aid and encourage students to establish legal practices in Aroostook communities.

Admission criteria: undergraduate

Admission to UMS universities is based on a combination of factors demonstrating potential

for academic success. Admission requirements are clearly stated on admission websites, in academic catalogues, and often on the websites of academic programs. Criteria include academic credentials, scholastic achievement, and non-cognitive factors such as personal motivation.

Some UMS universities were test-optional prior to the pandemic, but in response to the manifest challenges COVID-19 has presented, all of them adopted an SAT/ACT test-optional policy in 2020. The policy is now permanent on the undergraduate side and is in place through 2022 for graduate admissions.

Verification of student identity follows an established process for in-person (campus-based) and distance and online courses. UMS employs a secure login managed by UMS requiring password changes every 180 days to ensure that the student who enrolls in a course is the same one who participates in that course and earns credit for it upon completion. Use of a student's assigned UMS username and password is required for participation in online courses.

All UMS university Admissions offices determine admissibility of domestic and international students to undergraduate programs using criteria developed in consultation with the academic colleges. At UM, the Office of International Programs collaborates in this process. Admissions personnel generally consult with the appropriate dean about applicants deemed borderline for admission. USM and UM have English as a Second or Foreign Language (ESOL) centers that serve as gateways to degree programs for non-native speakers.

Admission criteria: graduate
UMS graduate Admissions offices work closely with deans and faculty to develop and apply criteria for assessing the admissibility of domestic and international students. Each program completes admission reviews using a committee comprising faculty and admissions staff. Graduate program entrance requirements vary by department and program, with some requiring entrance examinations like the GRE or GMAT. All admissions requirements are published on the universities' websites and in their graduate catalogues.

The Law School employs a separate admissions process and criteria. The LSAT is required for admission but is not the sole determinant. Similar to other graduate programs, the Law School takes a holistic approach to admissions decisions. Student consumer information, including entrance numbers, bar passage, and placement data, are available to all Law School applicants.

Records retention and student privacy
All UMS universities maintain the highest ethical standards in their admissions and retention policies, with records retention and related information-safeguarding policies modeled on and aligned with UMS policies. Additionally, all UMS universities adhere to National Association of College Admission Counseling (NACAC) and International Association for College Admission Counseling (IACAC) standards of practice, and to the Family Educational Rights and Privacy Act of 1974 (FERPA), which protects the privacy of students.

Students have the right to inspect their educational records and the right to challenge records when they are inaccurate, misleading, or in violation of a student's privacy rights. Each university's Office of Student Records (or Office of the Registrar) is the primary resource for information about these records.

Non-discrimination policy and student-facing information
UMS universities do not discriminate on the basis of race, color, religion, sex, sexual orientation, including transgender status and gender expression, national origin, citizenship status, age, disability, genetic information, or veteran's status in employment,

education, and all other programs and activities. Each university has an appointed office or group responsible for monitoring and responding to instances of bias and hate in its university community. UM fulfills that function through a Bias Response Team, and UMA uses a Diversity, Equity and Inclusion Council.

Admitted students receive clear communication and information about the cost of attendance, academic and social services, financial aid, and program expectations. Each university offers counseling services, an array of student support services, academic services, and opportunities for enhancement and engagement through campus/student life and co-curricular activities.

Early College and dual enrollment
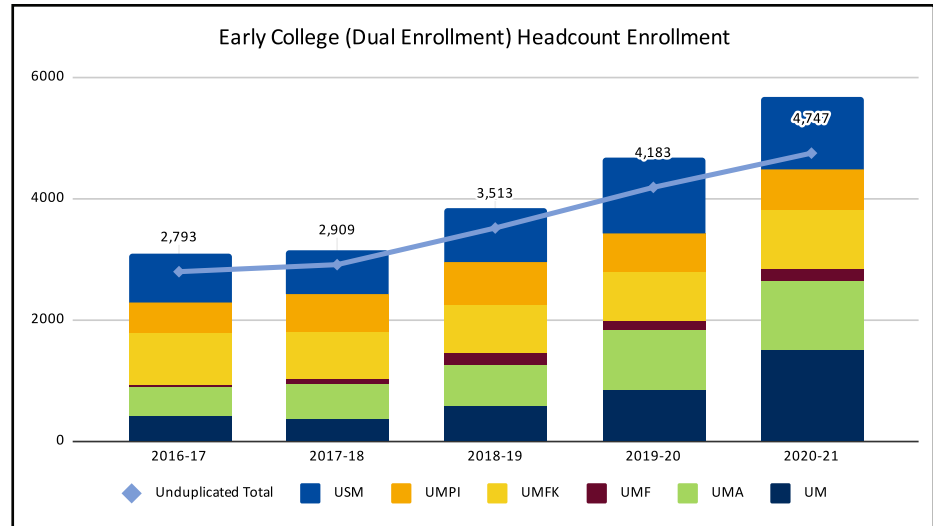
Figure 4: Headcount enrollment for Early College for the past five years

Early College (EC) programs at UMS universities are a critical resource for Maine's high school students and represent significant enrollment (see above). Students benefit from expanded access to course offerings, particularly students in rural high schools and those interested in subjects for which teacher shortages exist.

As determined by a review of grades, student feedback, and subsequent academic performance, common outcomes in EC courses include high course success rates, greater student confidence in the ability to complete college-level work, increased college aspirations, higher GPAs and persistence rates, and higher college graduation rates. Most notably, students who take UMS EC classes enroll in college at a rate that is 12% higher than students who have not participated in EC. (See Standard Eight for a further appraisal of Early College outcomes.)

UM's Summer Start Program was designed to aid in the retention of incoming fall 2020 first-year students by providing them the chance to take two online summer courses: a three-credit course and a one-credit course. First-generation students were offered the option to enroll in a special section of LAS 150, a UM College of Liberal Arts and Sciences course that includes peer mentoring support, as the one-credit option. Eighty-three students enrolled in Summer Start in 2020, and 56 successfully completed their coursework. In summer 2021, Summer Start students participated in pilot offerings of the Research Learning Experience (RLE) program. Fifty-three students completed their courses.

Orientation resources
Each UMS university offers a comprehensive new student orientation for each semester's incoming cohort (fall and spring) to familiarize new students with the university, its

resources, important policies and procedures, academic programs and faculty, and each other. Most of the universities also deliver cohort programming for international students, veterans, and family caretakers.

Peer leaders are an important component of orientations and related programming. At UM, peer mentors are rigorously trained through a Certified Peer Education program, and volunteer to help their peers in various contexts, including a Student Wellness program and a Thriving Leaders program. UM's Commuter and Nontraditional Student Programs (CNTSP) employ six peer mentors to support other students through social programs and interactions in the university's Commuter Lounge. Other peer mentors support Campus Recreation programming and programs for student veterans.

Student financial services
Each university has student financial aid staff and resources that assist students and families with the process of funding their education. In addition to advising families and disbursing aid and university-based program funds, these offices provide information on costs, types of financial aid, completing the FAFSA, and debt. In 2021-22, UM collaborated with UMPI and UMFK on a model for supporting the financial aid administration of the latter two universities.

Cumulatively, UMS universities have substantially increased their investment in financial aid in recent years, as measured in part by increased scholarship levels at UM, USM, and UMM. Between FY15 and FY20, overall UMS financial aid spending grew from $119 million to $153 million, a 28.5% increase. Spending on institutional grants and scholarships was the largest contributor to this growth.

All UMS universities use the FAFSA and admissions application materials to award university-level and federal student aid. The universities follow a System-wide policy for tuition adjustment resulting from course withdrawal. However, aid delivery is managed differently among the universities, with UMA and USM operating financial aid as "header" universities (where aid is awarded and disbursed the summer before the traditional academic year begins) and the rest as "trailer" universities (where aid is awarded and disbursed at the end of the traditional academic year). The ongoing UMS transition to a single Office of Postsecondary Education Identifier (OPE ID) will not require aligning all seven universities under a "header" or "trailer" model. Each university is free to retain its current approach to delivering aid.

UMS universities partner with FAME to provide students access to the IGRAD financial literacy tool, and to the Educational Credit Management Corporation (ECMC), which provides comprehensive default-prevention services. In addition, financial literacy information is shared with students in a number of courses. For example, USM covers financial literacy in its senior exit course Launching Into Life After College. New Ventures Maine provides extensive financial literacy education for UMA students, and UMF is home to a Systemwide Financial Literacy Peer Education program available to students at every UMS university.

Cost transparency is a tenet at all UMS universities. Detailed breakdowns at each university delineate costs specific to different student populations by residency and level. In 2016, UMS launched a Financial Terms and Conditions agreement that each student was required to complete before enrolling in courses for the upcoming term. The agreement contains essential information about billing, communication, and student responsibilities.

Other supports are financial. For example, UMA's Pine Tree State Pledge is a tuition-guarantee program assuring that qualified and eligible in-state, full-time, first-year students will not pay out-of-pocket expenses for tuition and mandatory fees. The program is also open to new in-state full-time and part-time transfer students who have earned at least 30 transferable credits.

UMS has also provided some financial relief for students through a small debt forgiveness program established by the UMS Student Success Center. In fall 2021, three students with debt totaling $7500 were persisting (when they would not have continued otherwise) and were expected to resolve that debt. Ten additional students were supported through the relief program, and eight remained enrolled and in good standing as of April 2022. As of spring 2022, a further six students were working with a Success Coach on debt relief and were preparing for fall 2022 enrollment.

UMA and USM used Higher Education Emergency Relief Funds (HEERF) to support student debt relief. UMA HEERF funds posted to student accounts as of December 2021 provided 717 students with debt relief, including 544 with total debt forgiveness and 173 with partial relief. Similarly, at USM, 1,140 students with balances incurred during the pandemic had their debts forgiven as of February 2022.

Common methodology for calculating discount rates
In 2016-17, the Unified Budget Institutional Aid Committee developed a common methodology for calculating discount rates for use in monitoring tuition discounting across UMS. The UMS Enrollment Management Council supported the study and committed itself to annual reporting on outcomes in this area. Following the initial study (in 2016-17), the study was continued in 2019-20 and 2020-21, and will be completed each year hereafter.

The UMS calculated tuition discount rate equals total unrestricted aid divided by total gross tuition and mandated fee charges. As noted in the 2020-21 UMS Tuition Discount Report, the "overall degree-seeking tuition discount rate varied from [university to university,] with a low of 14% at UMPI and a high of 34% at UM. Similarly, tuition discount rates for first-time, full-time degree-seeking undergraduates ranged from 23% at UMM to 44% at UMA" (p. 3). Comparable ranges were observed for incoming full-time transfer students and full-time continuing degree-seeking students.

Supporting student success
Student success as measured by retention and graduation/completion is a permanent priority for UMS. Each university tracks retention and graduation rates and establishes student success goals in its strategic plan. Correspondingly, each engages in a range of activities to improve student success, including addressing hurdles faced by traditional and non-traditional students, full- and part-time students, first-time-in-college and transfer students, and other cohorts (e.g. veterans, underrepresented, Pell-eligible, first-generation).

Interventions include targeted academic and student support, first-year academic experiences, calendar and scheduling assistance, identification of barrier courses, deployment of campaigns encouraging students to complete 30 credits per year to graduate in four years, and student life, co-curricular, and extra-curricular activities. Despite these interventions, as evidenced in UM's Data First forms, improving persistence rates remains challenging. Rates for first-time, full-time; first-time, part-time; non-first time, full-time; and non-first time, part-time students have remained more or less flat since 2010-11.

The University of Maine at Machias (UMM) and five educational and community organizations and agencies support Family Futures Downeast (FFD), a program "created to promote post-secondary education for parents and early childhood education for children as a means to reduce poverty, create employment opportunities[,] and improve stability [for] Washington County, Maine families." FFD students enter through a College Transitions program and enroll in FFD in the fall in a 15-16 credit, cohort-based academic program. Student supports include study skills training, financial aid, and assistance in math, reading, and technology skills. As of May 2022, 81% of FFD students have completed

the year-long program, and 83% of those students have matriculated into a further post-secondary program at UMM or elsewhere.

Student services: overview and guiding principles
UMS universities offer an array of student services consistent with their missions and student needs. Student Life and other student services offices are funded at levels assuring appropriate delivery of robust programming. A full description of student services can be found on the website of each UMS university.

Each student services office or division is led by a chief student affairs officer, and staff sizes are scaled to the number of students being supported. For example, in 2021-22, UMF student affairs employed 51 professionals, 7.25 support staff, and 199 undergraduates. In the same year, UM and UMM (combined) employed 56 professionals, 24 support staff, 22 graduate students, and 338 undergraduates, while UMPI employed 30 professional staff, 5 support staff, and 91 undergraduates. UMA's staffing pattern included 21 professionals, 5 support staff, 2 graduate students, and 30 undergraduates.

Student services personnel are highly trained and well credentialed, with the typical minimum degree requirement for professional staff being the master's degree. UMS Human Resources serves all seven universities, and the Law School collaborates with all departments via a business partner model to help recruit, train, develop, incentivize, and retain employees committed to a student-centered mission. The UMS Office of Equal Opportunity ensures that the community upholds federal and state nondiscrimination laws.

Student services personnel follow Council for the Advancement of Standards in Higher Education (CAS) standards in creating and assessing high-quality programs in each functional area. The National Association of Student Personnel Administrators (NASPA) Standards of Practice further guide staff by promoting student services work as a profession and defining clear expectations for respect for individual difference and diversity, a commitment to service, and dedication to the development of persons and the community. Many UMS student services staff are active in their functional area professional associations, with UMS purchasing System-wide memberships when possible to reduce costs to the universities and expand access for personnel.
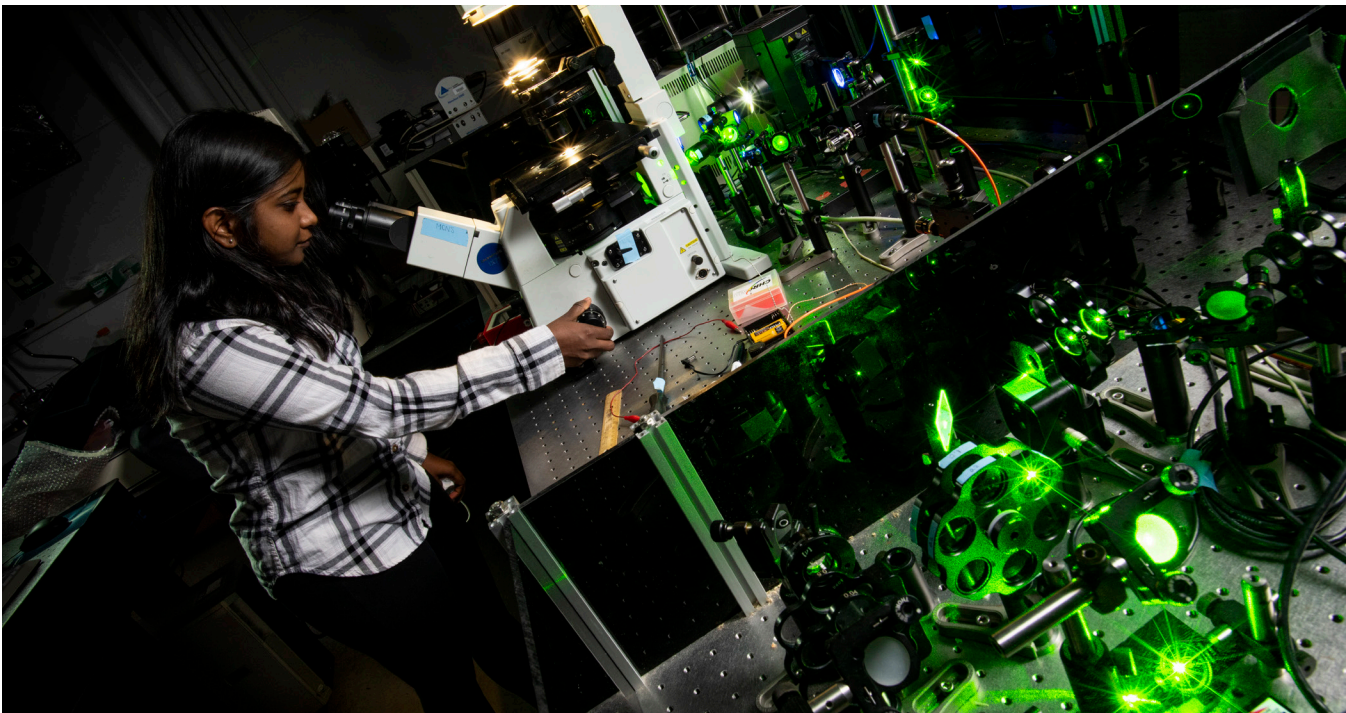
UMS administers a common student information system, student conduct code, Title IX procedures, and Equal Opportunity policies. All UMS universities generate student handbooks as the official student guide, with detailed information about UMS policies and information as well as policies specific to the university where a student is matriculated. The student handbooks are digital, easily accessible, and updated annually. Some policies have shifted to the UMS level, including the recent additions of a UMS Tobacco-Free Policy and a UMS Academic Integrity Policy. UMS and its universities use Maxient software for reporting and tracking Title IX, conduct, and Clery. Reports may be made through an online report form or to any university official.

Student services: the Student Conduct Code
The UMS Student Conduct Code promotes student activity and achievement in the context of positive intellectual, ethical, and physical development. The Code is reviewed and revised every three years by a trained Conduct Review Board. The most recent update was adopted in 2021.

Student services: Title IX
In 2020, UMS hired a central Coordinator of Title IX Services reporting to the UMS Director of Equal Opportunity to establish consistency of compliance efforts across the universities and Law School. Each university appoints one or more Deputy Title IX Coordinators to support its needs and liaise with the UMS Coordinator.

All employees, student workers, and incoming students are required to complete annual Title IX training. For this purpose, UMS currently uses the GET INCLUSIVE software platform, which is self-administered and includes an assessment component.
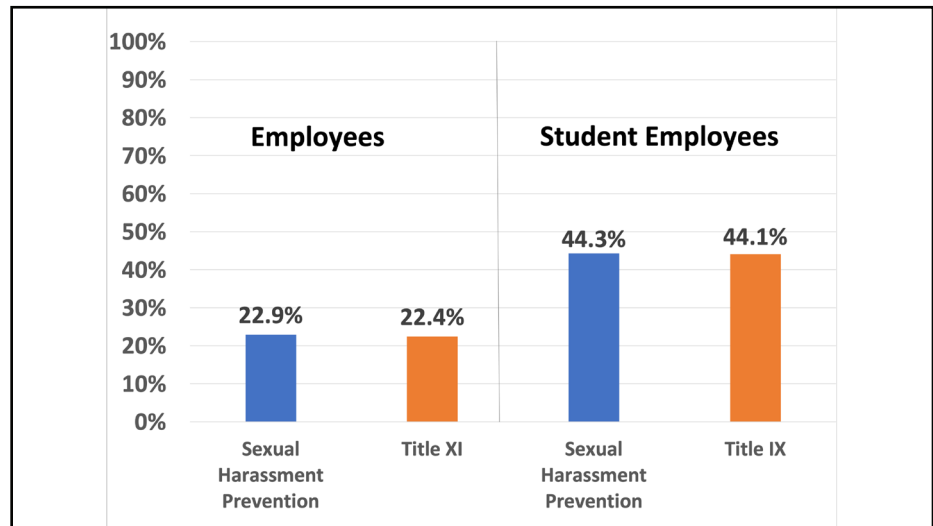
Figure 5: Percentage of UMS Employees and Student Employees Who Completed Required UMS Annual Trainings (AY2021-22) Note: Percentages based on total number of active employees (8,087) and student employees (4,406) paid between August 1, 2021 and May 19, 2022 and therefore expected to complete these trainings. Data exclude active PATFA employees who were not paid between these dates.

Student services: physical and mental health resources
UMS universities offer a range of housing options, from suite-style to traditional double-loaded corridors. To meet the housing needs of a growing population of non-binary students, the universities have expanded the availability of gender-inclusive housing and bathroom facilities. As defined by Sightlines/Gordian data, inclusive of buildings, wings, and additions, there are 55 distinct residential facilities across UMS.

University recreation departments encourage physical activity and good health in a variety of ways. Recreation facilities provide and promote opportunities to engage in intramural

sports and teams, open gym times, equipment use, and outdoor recreational activity. During the pandemic, many recreation and fitness services were converted to virtual platforms to give all UMS community members access to fitness classes and personal training opportunities from afar.

Each university has either a stand-alone health clinic or a relationship with local health care providers and a liaison to facilitate the use of resources. Students at each university have mental health support available to them on a reliable basis, either through a fully functioning counseling center or a resource person identified for their population, in addition to wellness coaching and alcohol- and drug-education programming.

Services are predominantly available during business hours, but every university has instituted on-call systems to support the emergent physical and mental health needs of students during evenings and weekends. In 2021, UMS introduced SilverCloud, an online self-efficacy tool to assist students in managing their mental health. Additionally, universities across UMS convene interdisciplinary teams that analyze concerning student behavior and provide resources and support as needed.

Student services: dining
Dining options cater to diverse dietary needs and include eat in, takeout, a la carte, and buffet service. All UMS universities except UM contract for food service with Sodexo, which manages dining and catering in-house. UMS dining programs strive to promote healthy eating habits and diverse food choices for thousands of residential and non-residential students. For students with unique needs, dining programs are staffed with dieticians available for individual consultation. Some UMS universities make kitchens available to students who have a demonstrated need to cook for themselves.

In the past decade, UMS has concertedly increased its sourcing of local food to support sustainable production. At UM, groceries account for 33% of the total food expenditure, and 19% are sourced locally. The university's goal is to see 25% of all food purchases locally sourced by 2025. UMS's Sodexo contract includes a commitment to use at least 20% locally sourced food. Sodexo is meeting and exceeding this goal. Sodexo also partners with each university to invest in dining facilities maintenance, support programming, and address food insecurity through initiatives such as USM's Food Security Cooler, which is stocked each night with excess food from the university's Portland dining hall.

Student accessibility services
Student accessibility services staff across UMS collaborate to standardize support services, remove educational barriers, and provide reasonable accommodations for students with documented disabilities. Staff in these offices work directly with faculty, professional advisors, and other university partners to provide an equitable campus-life and educational experience for all university community members. Student accommodations include alternative-format textbooks, alternative testing options, and special housing and dining provisions. The groups maintain a System-wide database for students with disabilities that includes key information and contact notes to provide continuity of support.

Student services: co-curricular opportunities
UMS students may choose from a wide range of co-curricular experiences: clubs and organizations, campus leadership opportunities, intramurals, club sports, community service and engagement, and travel opportunities. Each university has staff assigned to student organizations, leadership training, and out-of-classroom experiences. A joint Student Government Association conference for the seven universities is held annually.

Each university elects a student representative to the UMS Board of Trustees, and UM, USM, and the Law School each elect an additional graduate student representative. These students attend full Board meetings and Board committee meetings. In addition, Maine's Governor appoints a student to serve a two-year term as a full voting Board member.

All UMS universities offer balanced opportunities for men and women to participate in varsity sports. Student-athletes adhere to all conference and university policies and eligibility standards. Student-athlete handbooks and orientations detail expectations and eligibility criteria. Coaches monitor academic progress, and many facilitate mandatory study sessions. UM's Diversity Council includes a student-athlete.

The Law School's Student Bar Association (SBA) fosters community through educational, professional, and social programming. Student groups available to Law students include the American Constitution Society, the Women's Law Association, the Federalist Society, and the Multicultural Law Society. The SBA also sponsors programs in student wellness and physical activity. Other co-curriculars unique to the Law population are its trial team, law journals, and moot court program.

Academic and career advising
Each UMS university provides individualized academic advising by faculty and professional advisors focused on student success and degree attainment. Advising seeks to equip students with the skills and confidence they need to define and achieve their academic and future goals, take responsibility for their academic success, and practice intellectual curiosity. Increasingly, the universities use the EAB Navigate tool to schedule advising appointments, nudge students to complete transactions, and send early alerts.

MaineStreet, the UMS enterprise management system, includes a degree-audit tool. A System-wide advising group meets regularly to review best practices and pursue enhancements to common advising tools. That group also hosts a biannual UMS Advising Summit. International student immigration advising is provided by all UMS universities hosting F-1 and J-1 programs.

UMS career services offices provide career counseling, job search skill development (e.g. resume/cover letter writing, interviewing, search strategies), education on current trends in employment readiness, and networking opportunities with employers. Historically, all UMS students have been invited to attend career/job fairs at every university regardless of their home university.

All UMS students have access to an online job/internship board. UMA, USM, and UMF have their own platforms, and UM hosts UMM, UMPI, and UMFK students on its platform. As of spring 2022, UMS is exploring a "shared instance" model to allow postings and related components of the job/internship process to be combined and made accessible System-wide.

A significant collaboration has accompanied the introduction of digital badging and micro-credentialing opportunities. UMS career services offices have served as a line of communication to students and to facilitators of some micro-credentials. For example, UMA Career Connections created a BrightSpace course allowing all of the universities to track the progress of students working on a UMS Career Prepared micro-credential developed at UM.

Appraisal

Providing innovative curricular options: Update on the University of Maine at Presque Isle's M.A. in Organizational Leadership
In its November 6, 2020 letter to Chancellor Malloy, the Commission requested an update on the implementation of UMPI's Master of Arts in Organizational Leadership (MAOL) competency-based education program, with attention to evaluating governance structures, assessing learning outcomes for the improvement of student learning, and providing appropriate student support with an emphasis on career services.

A Dean of Competency-based Education and Degree Completion was hired in September

2021 to oversee and manage the YourPace degree programs, including MAOL. The dean has collaborated closely with UMPI's senior leadership (including other deans), full-time and adjunct faculty, and staff to create partnerships, identify areas for improvement, and streamline expenditures. The dean is also working with other UMS universities to maximize human and financial resources.

Increased enrollments in UMPI's undergraduate degree programs (approximately 322 in the spring 2022, session 2) and MAOL program (approximately 20 in the spring 2022, session 2) affirm the need for additional staff to support the admissions process, enrollment, student retention and success, and curriculum management. A plan for adding graduate programs to the YourPace portfolio is responsive to current and projected enrollments. Additional internal support will be important to the continued success of the YourPace programs.

The MAOL degree program welcomed its first students in October 2020. As of April 2022, a full outcomes assessment of the MAOL curriculum has not been conducted. A migration from Strut, the program's current delivery system, to Brightspace, the UMS-supported learning management system, is planned for fall 2022, session 1. Once MAOL competencies have been redesigned for delivery in Brightspace, UMPI will take advantage of the program's tools for assessing learning outcomes. In a related step, a programmatic assessment plan for the MAOL curriculum will be presented to the UMPI Academic Programs Progression and Assessment group for approval in fall 2022.

An Academic Success Coach works with all YourPace students as they move through their academic careers. The coach leads students through orientation, provides deadline reminders, mentors students through difficult situations, and serves as a liaison between students and faculty. Four students have graduated from MAOL, and one student is now enrolled in a doctoral program. The Dean is currently working with UMPI's Director of Career Readiness on self-paced resource materials for students preparing for their next career step (e.g. resume writing, switching jobs and/or industries).

Making the Grade initiative
In 2020, UMS formed a System-wide Student Success Steering Committee charged with identifying collaborative opportunities— tools and technology, practice and policy, new initiatives— to be implemented in ways sensitive to differing university missions and populations. Early outcomes include more intentional sharing of institutional best practices and the rapid deployment of student-centered initiatives, such as the Making the Grade program, which allows new students to repeat a failed/low grade course at no cost.

In its first two years, Making the Grade produced a 5% increase in first- to second-year retention among students who took part in it. Forty-four percent of first-year students who failed a course in fall 2018 and repeated it at no cost in spring or summer 2019 returned for the start of their sophomore year in fall 2019. Similarly, 49% of first-years who failed a course in fall 2019 and repeated it at no cost in spring or summer 2020 returned for the start of their sophomore year in fall 2020. In total, over 150 students from all seven UMS universities participated in Making the Grade and saw an average tuition cost savings of $807.

EAB Navigate tools
In a related investment in student success, UMS universities use the EAB Navigate platform and student app, with each customizing the resource to fit local needs. For example, UMPI, UMA, UMM, UMFK, and UM are using progress reports; UMA and UM use the scheduling feature, UMFK has piloted texting, USM is using it for appointment scheduling and the Study Buddies feature, and UMF and UMFK use alerts, quick surveys, and Study Buddies. Professional advisors and other end-users, including faculty, meet periodically to share updates about Navigate usage and outcomes.

Navigate UMS Metrics:
Appointments Scheduled and
Unique Student Users
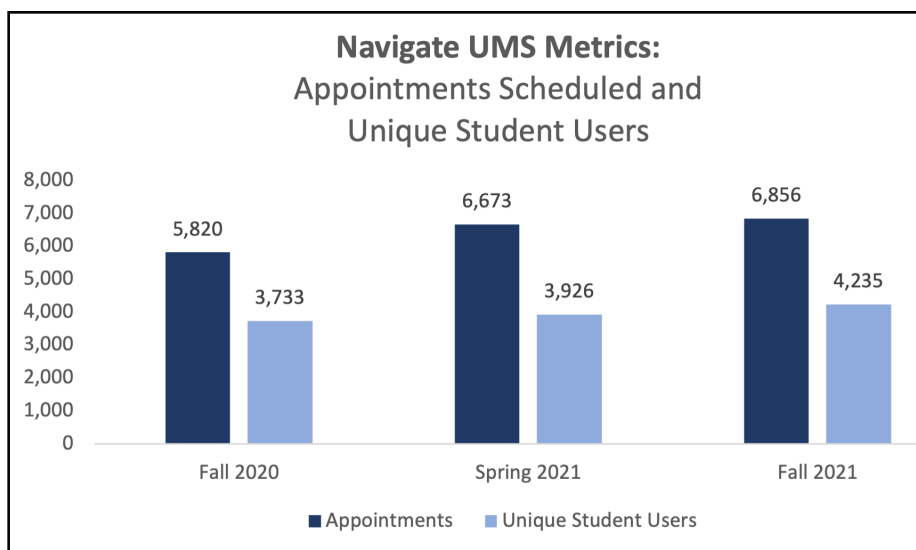
Figure 6: EAB Navigate data

Facilities, resources, and accessibility
Many UMS residence halls are outdated. To accommodate current and future students appropriately, UMS is focused on increasing the quality and diversity of housing options available System-wide.

Occupancy levels during the pandemic have been a challenge. In fall 2020, UMS universities had a total residence hall capacity of 6,629. COVID health and safety measures reduced total capacity in fall 2021 to 5,763, but actual occupancy was 4,026. Fall 2022 is projected to present a similar challenge, with capacity estimated at 5,845 and occupancy projected at 4,162. UMS expects increased capacity and occupancy in fall 2023.

As modifications are made in dining programs to address the dynamic needs of students, more focus should be given to developing diverse menus to accommodate those with specialty diets (e.g. vegetarian, vegan, gluten-free, allergies, religious restrictions).

While awareness of accessibility needs is increasing, more focus should be placed on educating faculty, staff, and students about accessibility, particularly physical accessibility. Many buildings across the System could be retrofitted, and current accommodations could be standardized. UMS would benefit from a critical review of physical accessibility and corresponding feedback from the university and Law School communities.

In keeping with their missions, UMS universities continually seek ways to ensure services are available to online and distance-education students served through local centers. The pandemic has expanded virtual forms of engagement. For example, UM has worked with the professional association NIRSA: Leaders in Collegiate Recreation to offer a virtual fitness program to anyone with a UMS email address. That program taps into many free online fitness opportunities and has been shared throughout the System. Several universities have also created e-sports leagues as an opportunity for students to socialize in a co-curricular activity remotely.

UMS and its universities have taken steps to ensure students can continue their classes through the pandemic by loaning equipment, reducing internet inequalities, enhancing communication, and offering support for special populations. Like courses themselves, support service resources such as tutoring are now available in hi-flex to better meet student needs. Many services, including tutoring, writing support, library support, and supplemental instruction, are linked to (or embedded in) specific course sections.

The Law School hired a Professor and Director of Academic Success in 2020 and is building a more robust bar readiness passage program. Support for all law students now spans the full three-year experience and continues after graduation. Faculty have been provided with sample bar exam questions to supplement their other assessment methods. At the end of year one, all students take a bar diagnostic exam that helps the administration and students identify areas for improvement. The Director of Academic Success works closely with at-risk students in the second year through individual meetings and a required legal methods course. The Law School also offers a bar foundations course to all third-year students.

Projection

Assuring support for students
The long-term impact of COVID-19 will not be fully realized for several years. In the interim, UMS will pursue creative solutions to keep current students enrolled and bring back those who have left. We will also explore more structured supports for our growing high-risk student groups, and expand the use of technology to communicate effectively across generations— for example, deploying multi-use video content and website chat-bots to support inquiries from prospective students.

UMS may also develop a training/communication plan with academic advisors and faculty so they are better equipped to communicate with students about basic financial matters and determine when a student should be referred to the university Financial Aid office. In addition, UMS may expand Maine high school outreach to increase the financial literacy of high school students and their families and high school counselors.

Standard 5: Students					
(Admissions, Fall Term)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
					?
Credit Seeking Students Only - Including Continuing Education					
		3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Goal (specify year)**
		(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
Freshmen - Undergraduate	**?**					
Completed Applications	**?**	13,053	13,709	15,834	14,965	14,965
Applications Accepted	**?**	12,087	12,422	14,573	14,435	14,435
Applicants Enrolled	**?**	2,353	2,252	2,129	2,317	2,317
% Accepted of Applied		92.6%	90.6%	92.0%	96.5%	96.5%
% Enrolled of Accepted		19.5%	18.1%	14.6%	16.1%	16.1%
Percent Change Year over Year						
Completed Applications		na	5.0%	15.5%	-5.5%	0.0%
Applications Accepted		na	2.8%	17.3%	-0.9%	0.0%
Applicants Enrolled		na	-4.3%	-5.5%	8.8%	0.0%
Average of statistical indicator of	**?**	3.29	3.33	3.35	3.41	3.41
Transfers - Undergraduate	**?**					
Completed Applications		1,089	1,275	1,310	1,322	1,322
Applications Accepted		921	1,084	1,178	1,204	1,204
Applications Enrolled		444	498	506	464	464
% Accepted of Applied		84.6%	85.0%	89.9%	91.1%	91.1%
% Enrolled of Accepted		48.2%	45.9%	43.0%	38.5%	38.5%
Master's Degree	**?**					
Completed Applications		989	1,064	1,373	1,567	1,567
Applications Accepted		712	793	1,075	1,082	1,082
Applications Enrolled		415	471	642	596	596
% Accepted of Applied		72.0%	74.5%	78.3%	69.0%	69.0%
% Enrolled of Accepted		58.3%	59.4%	59.7%	55.1%	55.1%
First Professional Degree	**?**					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	**?**					
Completed Applications		423	462	619	594	594
Applications Accepted		123	139	183	147	147
Applications Enrolled		75	75	103	83	83
% Accepted of Applied		29.1%	30.1%	29.6%	24.7%	24.7%
% Enrolled of Accepted		61.0%	54.0%	56.3%	56.5%	56.5%
Please enter any explanatory notes in the box below						
- Average of statistical aptitude reported reflects high school gpa - Master's degree admissions numbers include Master's and Certificate of Advanced Study						

Standard Five: University of Maine and Univ. of Maine at Machias

		3 Years Prior (FY 2018)	2 Years Prior (FY 2019)	1 Year Prior (FY 2020)	Current Year (FY 2021)	Goal (specify year) (FY 2022)
Standard 5: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
						?
Credit-Seeking Students Only - Including Continuing Education						
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	2,476	2,333	2,188	2,358	2,339
Part-Time Headcount	?	79	93	94	132	131
Total Headcount		2,555	2,426	2,282	2,490	2,470
Total FTE	?	2,542	2,405	2,253	2,445	2,445
Second Year Full-Time Headcount		2,171	2,131	2,017	1,936	1,941
Part-Time Headcount		133	126	198	141	141
Total Headcount		2,304	2,257	2,215	2,077	2,082
Total FTE		2,254	2,209	2,127	2,015	2,024
Third Year Full-Time Headcount		1,839	1,862	1,915	1,764	1,772
Part-Time Headcount		148	144	204	203	204
Total Headcount		1,987	2,006	2,119	1,967	1,976
Total FTE		1,898	1,928	1,994	1,849	1,851
Fourth Year Full-Time Headcount		1,980	2,022	1,984	2,064	2,064
Part-Time Headcount		492	539	614	566	575
Total Headcount		2,472	2,561	2,598	2,630	2,639
Total FTE		2,134	2,219	2,208	2,269	2,269
Unclassified Full-Time Headcount	?	37	37	17	18	17
Part-Time Headcount		668	781	925	933	933
Total Headcount		705	818	942	951	950
Total FTE		215	237	264	269	268
Total Undergraduate Students						
Full-Time Headcount		8,503	8,385	8,121	8,140	8,133
Part-Time Headcount		1,520	1,683	2,035	1,975	1,984
Total Headcount		10,023	10,068	10,156	10,115	10,117
Total FTE		9,043	8,998	8,846	8,847	8,857
% Change FTE Undergraduate		na	-0.5%	-1.7%	0.0%	0.1%
GRADUATE	?					
Full-Time Headcount	?	1,004	1,058	1,263	1,415	1,393
Part-Time Headcount	?	1,034	1,072	1,011	1,127	1,110
Total Headcount		2,038	2,130	2,274	2,542	2,503
Total FTE	?	1,132	1,188	1,325	1,460	1,433
% Change FTE Graduate		na	4.9%	11.5%	10.2%	-1.8%
GRAND TOTAL						
Grand Total Headcount		12,061	12,198	12,430	12,657	12,620
Grand Total FTE		10,175	10,186	10,171	10,307	10,290
% Change Grand Total FTE		na	0.1%	-0.1%	1.3%	-0.2%

Please enter any explanatory notes in the box below

 Students enrolled at both UM and UMM are only counted once for headcount but all credits are counted for FTEs. Students enrolled in undergraduate certificate programs are counted under undergraduate unclassified.

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
? Where does the institution describe the students it seeks to serve?					
	http://umaine.edu/about/				
	(FY 2019)	**(FY 2020)**	**(FY 2021)**		
? **Three-year Cohort Default Rate**	5.7%	4.8%	4.0%		
? **Three-year Loan repayment rate**	99%	99%	99%		
(from NSLDS)					
	3 Years	**2 Years**	**Most Recently**	**Current**	**Goal**
	(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
? **Student Financial Aid**					
Total Federal Aid	$72,242	$68,613	$61,739	$54,378	$61,814
Grants	$15,950	$15,265	$13,916	$11,470	$11,470
Loans	$54,242	$51,195	$46,049	$42,139	$48,569
Work Study	$2,049	$2,153	$1,775	$769	$1,775
Total State Aid	$3,092	$3,020	$3,098	$4,268	$4,268
Total Institutional Aid	$55,159	$61,479	$64,948	$66,322	$66,322
Grants	$55,065	$61,376	$64,912	$66,318	$66,318
Loans	$94	$102	$36	$4	$38
Total Private Aid	$25,177	$25,375	$22,371	$21,368	$22,877
Grants	$4,190	$4,247	$4,268	$3,783	$3,783
Loans	$20,987	$21,128	$18,103	$17,586	$19,094
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	74%	72%	72%	**	tbd
Graduates	32%	34%	32%	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$33,056	$33,556	$33,902	**	tbd
Graduates	$36,989	$35,957	$37,946	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$29,974	$19,204	$19,256	**	tbd
Graduate Students	$20,048	$35,898	$26,768	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A
Please enter any explanatory notes in the box below					

- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office, and private loans/scholarships which are only listed on the Financials side. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students.
- Institutional Grant aid includes grants, scholarships, and waivers.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- FY 2022 currently includes aid disbursed for the Fall and Spring semesters, as of 2.20.22.
- Post-baccelaureate certificate only students are excluded from the degree debt calculations.
- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.
- Average Debt includes only those students who borrowed.
- Dollars represented in thousands.

** This information is not yet available to report on.
Datasource: Campus Solutions Reporting DB

Three year loan repayment rate (from NSLDS) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS

Note: Three year loan repayment rate is much higher than previous iterations of this report, given the pandemic-related repayment policy changes made by the Dept. of Ed.

Goal year information was based on the assumption that institutional and State aid, as well as the Federal Pell Grant, will remain flat into next year. We utilized the HEPI index (CPI for higher education) value of 2.7% to incorporate an increase to loan values for the goal year. This was done by taking the last complete year, 2021, increasing by 2.7% (thus simulating the end of 2022), and then increasing again by 2.7% (to arrive at a simulated 2023 value)

Standard Five: University of Maine and Univ. of Maine at Machias

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Sex			
Female	8,969	8,644	1,365
Male	7,291	6,974	1,401
Unknown	27	21	14
Race/Ethnicity			
American Indian/Alaskan Native	73	64	21
Asian	430	410	38
Black or African American	716	655	65
Hispanic/Latino	1,321	1,255	144
International	731	648	43
Native Hawaiian or Other Pacific Islander	9	8	0
Two or more races	610	582	96
White	12,052	11,680	2,323
Unknown	345	337	50
Age Range			
18 - 19	14,211	13,774	2,289
20 - 21	794	720	243
22 - 24	287	250	62
25 - 29	253	201	49
30 - 34	106	89	30
35 - 39	57	45	17
40 - 49	64	61	24
50 - 64	21	19	10
65 and Over	4	4	1
Under 18	486	472	54
Unknown	4	4	1
First-Generation Status (Enrolled Only)			
First-Generation	not available	not available	720
Not First-Generation	not available	not available	2,061
Pell Grant Status (Enrolled Only)			
Pell Recipient	not available	not available	731
Not Pell Recipient	not available	not available	2,050
Residency			
International	760	671	43
In-State	5,086	4,852	1,531
Out-of-State	10,441	10,116	1,206

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Sex			
Female	1,378	877	507
Male	1,043	610	312
Unknown	50	34	18
Race/Ethnicity			
American Indian/Alaskan Native	17	15	9
Asian	65	43	22
Black or African American	56	42	21
Hispanic/Latino	87	49	22
International	651	256	80
Native Hawaiian or Other Pacific Islander	1	1	1
Two or more races	21	16	13
White	1,325	917	562
Unknown	248	182	107
Age Range			
20 - 21	59	30	15
22 - 24	801	464	263
25 - 29	678	364	178
30 - 34	362	223	106
35 - 39	211	129	76
40 - 49	255	219	142
50 - 64	101	89	55
65 and Over	3	3	2
Unknown	1	0	0
Residency			
International	653	255	79
In-State	853	743	502
Out-of-State	965	523	256

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal
Category of Students (e.g., male/female); add more rows as needed					
Sex					
Female	3,985	974	4,959	4,324.05	4,960
Male	4,136	961	5,097	4,494.23	5,098
Unknown	19	40	59	28.93	59
Race/Ethnicity					
American Indian/Alaskan Native	52	27	79	59.47	79
Asian	143	21	164	154.40	164
Black or African American	144	39	183	152.93	183
Hispanic/Latino	367	92	459	405.23	459
International	206	27	233	195.28	233
Native Hawaiian or Other Pacific Islander	2	1	3	2.07	3
Two or more races	299	65	364	318.37	364
White	6,807	1,520	8,327	7,390.86	8,329
Unknown	120	183	303	168.60	303
Age Range					
18 - 19	3,623	167	3,790	3,757.88	3,791
20 - 21	3,239	276	3,515	3,357.32	3,516
22 - 24	909	354	1,263	1,028.32	1,263
25 - 29	176	196	372	240.77	372
30 - 34	67	106	173	105.03	173
35 - 39	33	92	125	64.42	125
40 - 49	30	115	145	62.95	145
50 - 64	10	73	83	28.53	83
65 and Over	1	22	23	6.00	23
Under 18	51	574	625	195.00	625
Unknown	1	0	1	1.00	1
First-Generation Status (degree-seeking only)					
First-Generation	1,990	353	2,343	2,128.30	2,343
Not First-Generation	6,134	769	6,903	6,472.30	6,903
Residency					
International	206	27	233	195.28	233
In-State	4,640	1,449	6,089	5,125.07	6,090
Out-of-State	3,294	499	3,793	3,526.87	3,794
Pell Grant Status (degree-seeking only)					
Pell Recipient	2,187	265	2,452	2,295.40	2,292
Not Pell Recipient	5,937	857	6,794	6,305.20	6,954

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal
Category of Students (e.g., male/female); add more rows as needed					
Sex					
Female	810	717	1,527	879.00	1,504
Male	585	388	973	559.00	958
Unknown	20	22	42	22.00	41
Race/Ethnicity					0
American Indian/Alaskan Native	20	16	36	20.11	35
Asian	32	23	55	30.44	54
Black or African American	37	16	53	32.89	52
Hispanic/Latino	38	21	59	36.56	58
International	166	77	243	143.94	239
Native Hawaiian or Other Pacific Islander	1	1	2	1.00	2
Two or more races	19	14	33	21.11	32
White	956	788	1,744	1,007.11	1,717
Unknown	146	171	317	166.67	312
Age Range					
20 - 21	16	1	17	15.44	17
22 - 24	480	65	545	433.00	537
25 - 29	395	262	657	381.83	647
30 - 34	184	218	402	197.33	396
35 - 39	117	143	260	133.67	256
40 - 49	149	266	415	190.67	409
50 - 64	67	161	228	100.00	225
65 and Over	7	11	18	7.89	18
Residency					
International	166	77	243	143.94	239
In-State	737	782	1,519	832.67	1,496
Out-of-State	512	268	780	483.22	768

Please enter any explanatory notes in the box below
Data represents Fall 2021.
Race/ethnicity categories are consistent with IPEDS guidelines.
Age range indicates age as of fall census date (October 15th).

Standard 5: Students					
(Admissions, Fall Term)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					?
Credit Seeking Students Only - Including Continuing Education					
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		FY 2019 - (Sum/Fall 18)	FY 2020 (Sum/Fall 19)	FY 2021 (Sum/Fal l 20)	FY 2022 (Sum/Fall 21)	FY 2023 (Sum/Fall 22)
Freshmen - Undergraduate	?					
Completed Applications	?	843	1,304	1,535	1,434	1,448
Applications Accepted	?	825	1,290	1,526	1,423	1,437
Applicants Enrolled	?	394	375	385	340	344
% Accepted of Applied		97.9%	98.9%	99.4%	99.2%	99.2%
% Enrolled of Accepted		47.8%	29.1%	25.2%	23.9%	23.9%
Percent Change Year over Year						
Completed Applications		na	54.7%	17.7%	-6.6%	1.0%
Applications Accepted		na	56.4%	18.3%	-6.7%	1.0%
Applicants Enrolled		na	-4.8%	2.7%	-11.7%	1.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		805	858	826	868	877
Applications Accepted		792	840	824	861	870
Applications Enrolled		513	548	462	519	525
% Accepted of Applied		98.4%	97.9%	99.8%	99.2%	99.2%
% Enrolled of Accepted		64.8%	65.2%	56.1%	60.3%	60.3%
Readmits - Undergraduate						
Completed Applications		257	239	245	220	223
Applications Accepted		253	237	242	215	218
Applications Enrolled		163	149	140	122	124
% Accepted of Applied		98.4%	99.2%	98.8%	97.7%	97.8%
% Enrolled of Accepted		64.4%	62.9%	57.9%	56.7%	56.9%
Master's Degree and Certificate of Graduate Studies (Gradute level began Fall 2020 at UMA)	?					
Completed Applications		na	na	45	34	35
Applications Accepted		na	na	44	34	35
Applications Enrolled		na	na	37	25	26
% Accepted of Applied		na	na	97.8%	100.0%	100.0%
% Enrolled of Accepted		na	na	84.1%	73.5%	74.3%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						
UMA is a summer header institution and admits for all three semesters - Summer, Fall and Spring UMA is also open admissions, therefore the metric is not applicable Fall 2020 was the first term for Graduate admissions and enrollment at UMA at the Master's level and Certificate of Graduate Studies (18 crs) level						

Standard Five: University of Maine at Augusta

		3 Years Prior FY 2019 - Fall 2018	2 Years Prior FY 2020 - Fall 2019	1 Year Prior FY 2021 - Fall 2020	Current Year FY 2022- Fall 2021	Goal (specify year) FY 2023 - Fall 2022
**Standard 5: Students** **(Enrollment, Fall Term)** **Complete this form for each distinct student body identified by the institution (see Standard 5.1)**					
						?
Credit-Seeking Students Only - Including Continuing Education					
UNDERGRADUATE	**?**					
First Year Full-Time Headcount	**?**	360	361	357	314	317
Part-Time Headcount	**?**	338	327	335	306	309
Total Headcount		698	688	692	620	626
Total FTE	**?**	461	452	452	405	409
Second Year Full-Time Headcount		301	297	321	340	343
Part-Time Headcount		407	399	329	321	324
Total Headcount		708	696	650	661	668
Total FTE		439	436	427	442	447
Third Year Full-Time Headcount		295	283	321	298	301
Part-Time Headcount		330	362	315	273	276
Total Headcount		625	645	636	571	577
Total FTE		403	405	422	387	391
Fourth Year Full-Time Headcount		410	417	424	460	465
Part-Time Headcount		789	781	675	708	715
Total Headcount		1,199	1,198	1,099	1,168	1,180
Total FTE		669	690	645	695	702
Unclassified Full-Time Headcount	**?**	40	56	46	26	26
Part-Time Headcount		858	1,078	1,042	1,328	1,341
Total Headcount		898	1,134	1,088	1,354	1,368
Total FTE		277	353	336	401	405
Total Undergraduate Students						
Full-Time Headcount		1,406	1,414	1,469	1,438	1,452
Part-Time Headcount		2,722	2,947	2,696	2,936	2,965
Total Headcount		4,128	4,361	4,165	4,374	4,418
Total FTE		2,248	2,335	2,282	2,330	2,353
% Change FTE Undergraduate		na	3.9%	-2.3%	2.1%	1.0%
GRADUATE	**?**					
Full-Time Headcount	**?**			3	5	7
Part-Time Headcount	**?**			34	43	45
Total Headcount		0	0	37	48	52
Total FTE	**?**			23	29	30
% Change FTE Graduate		na	-	-	29.4%	2.3%
GRAND TOTAL						
Grand Total Headcount		4,128	4,361	4,202	4,422	4,470
Grand Total FTE		2,248	2,335	2,304	2,359	2,383
% Change Grand Total FTE		na	3.9%	-1.3%	2.4%	1.0%

Please enter any explanatory notes in the box below

Unclassified includes NonDegree Undergraduate and NonDegree Early College
Graduate enrollment began Fall 2020 at UMA

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
? Where does the institution describe the students it seeks to serve?					
https://www.uma.edu/					
	(FY 2019)	**(FY 2020)**	**(FY 2021)**		
? **Three-year Cohort Default Rate**	16.80%	14%	11%		
? **Three-year Loan repayment rate**	99%	99%	99%		
(from NSLDS)					
	3 Years Prior	**2 Years Prior**	**Most Recently Completed Year**	**Current Year**	**Goal (specify year)**
	(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
? **Student Financial Aid**					
Total Federal Aid	$21,470	$20,584	$19,397	$17,641	$19,652
Grants	$8,448	$7,956	$7,657	$7,275	$7,275
Loans	$12,775	$12,359	$11,643	$10,240	$12,280
Work Study	$246	$269	$97	$98	$98
Total State Aid	$2,093	$1,577	$1,710	$2,745	$2,745
Total Institutional Aid	$3,609	$3,632	$3,971	$3,677	$3,677
Grants	$3,609	$3,632	$3,971	$3,677	$3,677
Loans	$0	$0	$0	$0	$0
Total Private Aid	$488	$686	$606	$704	$616
Grants	$39	$89	$133	$118	$118
Loans	$449	$596	$473	$586	$499
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	69.10%	67%	65.60%	**	tbd
Graduates	N/A	N/A	55.56%	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$25,526	$25,235	$25,378	**	tbd
Graduates	N/A	N/A	$117	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$29,651	$27,058	$24,856	**	tbd
Graduate Students	N/A	N/A	$30,345	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	18.75%	14.68%	12.94%	9.07%	
Other	N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office, and private loans/scholarships which are only listed on the Financials side. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students.
- Institutional Grant aid includes grants, scholarships, and waivers.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- FY 2022 currently includes aid disbursed for the Fall and Spring semesters, as of 2.20.22.
- Post-baccalaureate certificate only students are excluded from the degree debt calculations.
- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.
- Average Debt includes only those students who borrowed.
- Dollars represented in thousands.
- Developmental Courses include MAT 009, MAT 015, MAT 020, MAT 021, MAT 030. In 2017-18, UMA added ENG 100, which replaced REA 008 and ENG 005 but is not considered a developmental course and, therefore, is not included.

** This information is not yet available to report on.
Datasource: Campus Solutions Reporting DB

Three year loan repayment rate (from NSLDS) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS

Note: Three year loan repayment rate is much higher than previous iterations of this report, given the pandemic-related repayment policy changes made by the Dept. of Ed.

Goal year information was based on the assumption that institutional and State aid, as well as the Federal Pell Grant, will remain flat into next year. We utilized the HEPI index (CPI for higher education) value of 2.7% to incorporate an increase to loan values for the goal year. This was done by taking the last complete year, 2021, increasing by 2.7% (thus simulating the end of 2022), and then increasing again by 2.7% (to arrive at a simulated 2023 value)

Standard Five: University of Maine at Augusta

Standard 5: Students
(Student Diversity)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications (Sum/Fall 21)	Applicants Accepted (Sum/Fall 21)	Applicants Enrolled (Sum/Fall 21)
Category of Students (e.g., male/female); add more rows as needed			
Gender			
Male	751	745	316
Female	1,755	1,737	665
Unknown	16	16	0
Tuition Residency			
In State	1,829	1,812	842
Out-of-State	537	534	110
NEBHE	99	98	18
International (CAN and INTL)	57	51	11
Age Group			
24 and Under	1,647	1,633	464
25 and Over	874	865	517
Unknown	1	1	0
Previous UMA Early College Student	94	93	37
Veteran/Active Military	100	100	58

Graduate Admissions information	Completed Applications (Sum/Fall 21)	Applicants Accepted (Sum/Fall 21)	Applicants Enrolled (Sum/Fall 21)
Category of Students (e.g., male/female); add more rows as needed			
Gender			
Male	12	12	11
Female	22	22	14
Tuition Residency			
In State	31	31	23
Out-of-State	3	3	2
NEBHE	0	0	0
International (CAN and INTL)	0	0	0
Age Group			
24 and Under	1	1	1
25 and Over	33	33	24
Previous UMA Early College Student	2	2	2
Veteran/Active Military	3	3	3

Undergraduate Enrollment information	Full-time Students (Fall 21)	Part-time Students (Fall 21)	Total Headcount (Fall 21)	FTE (Fall 21)	Headcount Goal (Fall 22)
Category of Students (e.g., male/female); add more rows as needed					
Gender					
Male	424	958	1,382	696.13	1,396
Female	1,014	1,978	2,992	1,634.07	3,022
Tuition Residency					
In State	1,277	2,734	4,011	2,112.90	4,051
Out-of-State	130	163	293	174.50	296
NEBHE	19	30	49	29.30	49
International (CAN and INTL)	12	9	21	13.50	21
Age Group					
24 and Under	816	1,506	2,322	1,240.30	2,345
25 and Over	622	1,430	2,052	1,089.90	2,073
Race/Ethinicity (IPEDS Categories)					
American Indian or Alaska Native	13	41	54	27.60	55
Asian	15	42	57	28.20	58
Black or African American	59	73	132	80.00	133
Hawaiian or Other Pacific Islander	1	1	2	1.27	2
Hispanic/Latino	73	93	166	101.60	168
White	1,167	2,344	3,511	1,881.60	3,546
Two of more races	62	99	161	91.47	163
Race and Ethnicity unkown	48	243	291	118.47	294
Location of the Majority of Credits Taken for the Fall 2021 term					
Augusta	219	444	663	353.80	670
Bangor	118	209	327	186.53	330
UMA Centers	33	370	403	140.47	407
Online	1,068	1,913	2,981	1,649.40	3,011
Previous UMA Early College Student	172	1,076	1,248	479.20	1,260
Veteran/Active Military	73	109	182	111.20	184
First Generation Student	953	1,133	2,086	1,322.60	2,107
Pell Eligible Student	803	826	1,629	1,073.47	1,645

Graduate Enrollment information	Full-time Students (Fall 21)	Part-time Students (Fall 21)	Total Headcount (Fall 21)	FTE (Fall 21)	Headcount Goal (Fall 22)
Category of Students (e.g., male/female); add more rows as needed					
Gender					
Male	4	18	22	14.33	22
Female	1	25	26	15.00	26
Tuition Residency					
In State	5	39	44	27.67	44
Out-of-State	0	3	3	1.33	3
NEBHE	0	0	0	0.00	-
International (CAN and INTL)	0	1	1	0.33	1
Age Group					
24 and Under	1	1	2	2.33	2
25 and Over	4	42	46	27.00	46
Race/Ethinicity (IPEDS Categories)					
American Indian or Alaska Native	0	0	0	0.00	-
Asian	0	0	0	0.00	-
Black or African American	1	1	2	1.67	2
Hawaiian or Other Pacific Islander	0	1	1	0.67	1
Hispanic/Latino	0	0	0	0.00	-
White	4	38	42	26.00	42
Two of more races	0	1	1	0.33	1
Race and Ethnicity unkown	0	2	2	0.67	2
Location of the Majority of Credits Taken for the Fall 2021 term					
Augusta	0	1	1	0.67	1
Bangor	0	0	0	0.00	
UMA Centers	0	0	0	0.00	
Online	5	42	47	28.67	47
Previous UMA Early College Student	0	2	2	1.00	2
Veteran/Active Military	0	7	7	9.00	7
First Generation Student	1	22	23	13.67	23

Please enter any explanatory notes in the box below

Admissions section includes Summer/Fall 2021 admissions
Enrollment section is Fall 2021 CENSUS
FTE calculations follow the suggested formula - UGRD = Total Crs/12; GRAD = Total Crs/9

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Standard 5: Students (Admissions, Fall Term) Complete this form for each distinct student body identified by the institution (see Standard 5.1)						**?**
Credit Seeking Students Only - Including Continuing Education						
Freshmen - Undergraduate	?					
Completed Applications	?	1,905	1,744	1,595	1,569	1,596
Applications Accepted	?	1,547	1,586	1,509	1,517	1,556
Applicants Enrolled	?	400	392	381	354	365
% Accepted of Applied		81.2%	90.9%	94.6%	96.7%	97.5%
% Enrolled of Accepted		25.9%	24.7%	25.2%	23.3%	23.5%
Percent Change Year over Year						
Completed Applications		na	-8.5%	-8.5%	-1.6%	1.7%
Applications Accepted		na	2.5%	-4.9%	0.5%	2.5%
Applicants Enrolled		na	-2.0%	-2.8%	-7.1%	3.1%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		187	177	177	157	184
Applications Accepted		156	170	165	151	173
Applications Enrolled		92	84	93	73	86
% Accepted of Applied		83.4%	96.0%	93.2%	96.2%	94.2%
% Enrolled of Accepted		59.0%	49.4%	56.4%	48.3%	49.5%
Master's Degree	?	*Contact Erin Connor in Graduate Studies and find out if MA Counseling Psych goes through Grad Studies or Admissions				
Completed Applications		46	83	92	76	99
Applications Accepted		37	82	84	66	90
Applications Enrolled		30	82	82	61	87
% Accepted of Applied		80.4%	98.8%	91.3%	86.8%	90.4%
% Enrolled of Accepted		81.1%	100.0%	97.6%	92.4%	97.2%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						

Standard Five: University of Maine at Farmington

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
**Standard 5: Students**
**(Enrollment, Fall Term)**
**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**
						?
Credit-Seeking Students Only - Including Continuing Education
UNDERGRADUATE	**?**	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First Year Full-Time Headcount	**?**	414	414	396	388	380
Part-Time Headcount	**?**	4	1	4	8	8
Total Headcount		418	415	400	396	388
Total FTE	**?**	402	400	384	377	370
Second Year Full-Time Headcount		403	360	329	289	283
Part-Time Headcount		7	5	12	14	14
Total Headcount		410	365	341	303	297
Total FTE		385	343	315	279	273
Third Year Full-Time Headcount		338	326	302	257	252
Part-Time Headcount		18	20	24	23	23
Total Headcount		356	346	326	280	274
Total FTE		322	316	296	250	245
Fourth Year Full-Time Headcount		402	403	384	355	348
Part-Time Headcount		51	38	58	55	54
Total Headcount		453	441	442	410	402
Total FTE		386	389	373	348	341
Unclassified Full-Time Headcount	**?**	7	2	3	4	4
Part-Time Headcount		92	105	70	187	183
Total Headcount		99	107	73	191	187
Total FTE		33	29	21	53	51
Total Undergraduate Students						
Full-Time Headcount		1,564	1,505	1,414	1,293	1,267
Part-Time Headcount		172	169	168	287	281
Total Headcount		1,736	1,674	1,582	1,580	1,548
Total FTE		1,528	1,478	1,389	1,307	1,280
% Change FTE Undergraduate		na	-3.2%	-6.0%	-5.9%	-2.0%
GRADUATE	**?**					
Full-Time Headcount	**?**	34	46	56	68	74
Part-Time Headcount	**?**	270	210	223	230	251
Total Headcount		304	256	279	298	325
Total FTE	**?**	114	101	115	130	142
% Change FTE Graduate		na	-11.1%	14.2%	13.1%	9.0%
GRAND TOTAL						
Grand Total Headcount		2,040	1,930	1,861	1,878	1,873
Grand Total FTE		1,641	1,579	1,504	1,437	1,422
% Change Grand Total FTE		na	-3.8%	-4.7%	-4.5%	-1.0%
Please enter any explanatory notes in the box below
**Data Source:** UMS PeopleSoft Database, student census view, data as of October 15.

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					

? Where does the institution describe the students it seeks to serve?

https://www.umf.maine.edu/about/

	(FY 2)	(FY 2)	(FY 2)		
? **Three-year Cohort Default Rate**	4.70%	7.60%	6.70%		
? **Three-year Loan repayment rate**	100.00%	100.00%	100.00%		
(from College Scorecard)					

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
? **Student Financial Aid**					
Total Federal Aid	$13,785	$13,749	$11,963	$12,294	$13,825
Grants	$4,190	$5,063	$4,787	$6,277	$6,277
Loans	$9,098	$8,184	$6,804	$5,781	$7,176
Work Study	$497	$506	$372	$236	$372
Total State Aid	$1,244	$1,316	$1,526	$1,814	$1,814
Total Institutional Aid	$6,568	$6,450	$6,355	$6,464	$6,464
Grants	$6,568	$6,450	$6,355	$6,464	$6,464
Loans	$0	$0	$0	$0	$0
Total Private Aid	$2,461	$2,520	$1,904	$2,017	$1,984
Grants	$1,192	$1,060	$971	$1,000	$1,000
Loans	$1,269	$1,460	$933	$1,017	$984
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	82%	81%	79%	**	tbd
Graduates	17%	20%	25%	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$28,314	$28,591	$25,906	**	tbd
Graduates	$50,023	$32,980	$19,499	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$14,399	$14,420	$15,458	**	tbd
Graduate Students	$22,918	$12,819	$14,954	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	**N/A**
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	**N/A**
Math	10%	4%	2%	1%	**1%**
Other	N/A	N/A	N/A	N/A	**N/A**

Please enter any explanatory notes in the box below

- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students. Aid totals are presented in thousands.
- Institutional Grant aid includes grants, scholarships, and waivers. Waivers included Early College payments for non-degree students.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- FY 22 currently includes aid disbursed for the Fall and Spring semesters, as of 2/22
- Average Debt includes only those students who borrowed.
- Dollars represented in thousands.
 -CARES/HEERF totals are included in Total Federal Aid and Grants under Federal Aid
  -For waivers used Career UGRD/GRAD
For Developmental Courses UMF offers Basic Math and Basic Algebra courses which have a 4 credit load but are not credit bearing and no credit toward a degree is granted. UMF is slowly phasing out developmental courses and instead creating special sections of credit-bearing courses that will assist students with meeting their academic preparedness needs.

Standard Five: University of Maine at Farmington

<table>
<tr><td colspan="4">Standard 5: Students</td></tr>
<tr><td colspan="4">(Student Diversity)</td></tr>
<tr><td colspan="4">Complete this form for each distinct student body identified by the institution (see Standard 5.1)</td></tr>
<tr><td colspan="4">For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.</td></tr>
</table>

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			
Male first-time	507	483	105
Female first-time	1,062	1,034	249
Male transfer-in	53	49	23
Female transfer-in	104	102	50
Other Ethnicity (non-white) first-time	213	199	32
Other Ethnicity (non-white) transfer-in	22	20	10
Out-of-state first-time	556	536	94
Out-of-state transfer-in	36	34	6

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
? Category of Students (e.g., male/female); add more rows as needed			

Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
? Category of Students (e.g., male/female); add more rows as needed					
Male degree-seeking	407	30	437	390.8	428
Female degree-seeking	877	66	943	857.6	924
Other ethnicity (non-white) degree-seekin	146	13	159	142.6	156
Out-of-state degree-seeking	250	8	258	240.6	253
Pell recipients degree-seeking	576	40	616	554.0	604
			0		
			0		

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify
? Category of Students (e.g., male/female); add more rows as needed					
Male degree-seeking	1	21	22	9.23	24
Female degree-seeking	20	173	193	89.63	210
			0		
			0		
			0		
			0		

Please enter any explanatory notes in the box below

Admissions and enrollments are based on Fall 2021.
Degree-seeking for graduate students includes those students pursuing certificates of graduate study, which are not Title IV eligible.

Standard Five: University of Maine at Fort Kent

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)

Standard 5: Students
(Admissions, Fall Term)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

	?

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate	?					
Completed Applications	?	860	744	594	507	
Applications Accepted	?	800	728	580	504	
Applicants Enrolled	?	158	139	100	79	
% Accepted of Applied		93.0%	97.8%	97.6%	99.4%	-
% Enrolled of Accepted		19.8%	19.1%	17.2%	15.7%	-
Percent Change Year over Year						
Completed Applications		na	-13.5%	-20.2%	-14.6%	-100.0%
Applications Accepted		na	-9.0%	-20.3%	-13.1%	-100.0%
Applicants Enrolled		na	-12.0%	-28.1%	-21.0%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Readmit - Undergraduate	?					
Completed Applications		22	25	23	17	
Applications Accepted		21	25	22	17	
Applications Enrolled		12	11	15	9	
% Accepted of Applied		95.5%	100.0%	95.7%	100.0%	-
% Enrolled of Accepted		57.1%	44.0%	68.2%	52.9%	-
Transfers - Undergraduate	?					
Completed Applications		377	321	425	360	
Applications Accepted		339	288	413	358	
Applications Enrolled		190	123	214	164	
% Accepted of Applied		89.9%	89.7%	97.2%	99.4%	-
% Enrolled of Accepted		56.0%	42.7%	51.8%	45.8%	-
Master's Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
% Enrolled of Accepted		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
First Professional Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
% Enrolled of Accepted		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Doctoral Degree	?					
Completed Applications		N/A	N/A	N/A	N/A	N/A
Applications Accepted		N/A	N/A	N/A	N/A	N/A
Applications Enrolled		N/A	N/A	N/A	N/A	N/A
% Accepted of Applied		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
% Enrolled of Accepted		#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Please enter any explanatory notes in the box below						

Standard Five: University of Maine at Fort Kent

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
Standard 5: Students						
(Enrollment, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)						
					?	
Credit-Seeking Students Only - Including Continuing Education						
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
UNDERGRADUATE	**?**					
First Year Full-Time Headcount	**?**	156	159	105	88	
Part-Time Headcount	**?**	91	72	95	78	
Total Headcount		247	231	200	166	0
Total FTE	**?**	179	172	124	106	
Second Year Full-Time Headcount		132	116	111	87	
Part-Time Headcount		54	36	27	32	
Total Headcount		186	152	138	119	0
Total FTE		150	126	117	96	
Third Year Full-Time Headcount		112	100	99	84	
Part-Time Headcount		83	44	20	24	
Total Headcount		195	144	119	108	0
Total FTE		144	115	101	90	
Fourth Year Full-Time Headcount		178	173	209	183	
Part-Time Headcount		296	258	284	291	
Total Headcount		474	431	493	474	0
Total FTE		291	270	295	273	
Unclassified Full-Time Headcount	**?**	3	4	2	1	
Part-Time Headcount		689	627	673	649	
Total Headcount		692	631	675	650	0
Total FTE		191	160	174	153	
Total Undergraduate Students						
Full-Time Headcount		581	552	526	443	0
Part-Time Headcount		1,213	1,037	1,099	1,074	0
Total Headcount		1,794	1,589	1,625	1,517	0
Total FTE		954	842	812	718	0
% Change FTE Undergraduate		na	-11.8%	-3.5%	-11.6%	-100.0%
GRADUATE	**?**					
Full-Time Headcount	**?**					
Part-Time Headcount	**?**					
Total Headcount		0	0	0	0	0
Total FTE	**?**					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		1,794	1,589	1,625	1,517	0
Grand Total FTE		954	842	812	718	0
% Change Grand Total FTE		na	-11.8%	-3.5%	-11.6%	-100.0%
Please enter any explanatory notes in the box below						
Unclassified includes students enrolled in Early College/Dual Enrollment programs.						

Standard 5: Students					
(Financial Aid, Debt, Developmental Courses)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
? Where does the institution describe the students it seeks to serve?					
http://umaine.edu/about/					
	(FY 2)	(FY 2)	(FY 2)		
? **Three-year Cohort Default Rate**	5.70%	4.80%	4.00%		
? **Three-year Loan repayment rate**	99%	99%	99%		
(from NSLDS)					

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)
? **Student Financial Aid**					
Total Federal Aid	$72,242	$68,613	$61,739	$54,378	$61,814
Grants	$15,950	$15,265	$13,916	$11,470	$11,470
Loans	$54,242	$51,195	$46,049	$42,139	$48,569
Work Study	$2,049	$2,153	$1,775	$769	$1,775
Total State Aid	$3,092	$3,020	$3,098	$4,268	$4,268
Total Institutional Aid	$55,159	$61,479	$64,948	$66,322	$66,322
Grants	$55,065	$61,376	$64,912	$66,318	$66,318
Loans	$94	$102	$36	$4	$38
Total Private Aid	$25,177	$25,375	$22,371	$21,368	$22,877
Grants	$4,190	$4,247	$4,268	$3,783	$3,783
Loans	$20,987	$21,128	$18,103	$17,586	$19,094
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	74%	72%	72%	**	tbd
Graduates	32%	34%	32%	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$33,056	$33,556	$33,902	**	tbd
Graduates	$36,989	$35,957	$37,946	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$29,974	$19,204	$19,256	**	tbd
Graduate Students	$20,048	$35,898	$26,768	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office, and private loans/scholarships which are only listed on the Financials side. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students.
- Institutional Grant aid includes grants, scholarships, and waivers.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- FY 2022 currently includes aid disbursed for the Fall and Spring semesters, as of 2.20.22.
- Post-baccalaureate certificate only students are excluded from the degree debt calculations.
- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.
- Average Debt includes only those students who borrowed.
- Dollars represented in thousands.

 ** This information is not yet available to report on.
 Datasource: Campus Solutions Reporting DB

Three year loan repayment rate (from NSLDS) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS

Note: Three year loan repayment rate is much higher than previous iterations of this report, given the pandemic-related repayment policy changes made by the Dept. of Ed.

Goal year information was based on the assumption that institutional and State aid, as well as the Federal Pell Grant, will remain flat into next year. We utilized the HEPI index (CPI for higher education) value of 2.7% to incorporate an increase to loan values for the goal year. This was done by taking the last complete year, 2021, increasing by 2.7% (thus simulating the end of 2022), and then increasing again by 2.7% (to arrive at a simulated 2023 value)

Standard Five: University of Maine at Fort Kent

Standard 5: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
Undergraduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
? Category of Students (e.g., male/female); add more rows as needed					
IPEDS Race/Ethnicity					
2 or More Races	46	46	11		
American Indian/Alaska Native	*	*	*		
Asian	10	10	*		
Black/African American	52	52	10		
Hispanic/Latino	46	45	9		
Native Hawaiian/Pacific Islander	*	*	*		
Nonresident Alien	56	56	30		
Unknown	25	25	6		
White	643	639	182		
Sex					
Female	616	613	191		
Male	259	257	59		
Unknown	9	9	2		
First Generation?					
Yes	472	470	137		
No (Includes Unknowns)	412	409	115		
Pell Eligible?					
Yes	226	225	72		
No (Includes Unknowns)	658	654	180		
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
? Category of Students (e.g., male/female); add more rows as needed					
N/A	0	0	0		
Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
? Category of Students (e.g., male/female); add more rows as needed					
Race/Ethnicity					
2 or More Races	52	28	80	58.80	
American Indian/Alaska Native	5	3	8	4.90	
Asian	26	13	39	27.50	
Black/African American	113	84	197	142.80	
Hispanic/Latino	127	44	171	133.70	
Native Hawaiian/Pacific Islander	11	0	11	10.00	
Nonresident Alien	229	13	242	216.20	
White	994	1,082	2,076	1,291.60	
Race/Ethnicity not reported	24	82	106	42.50	
Sex			0		
Female	1,037	950	1,987	1,295.20	
Male	541	362	903	620.00	
Sex not reported	3	37	40	12.90	
Pell Eligibility Status			0		
Pell Eligible	837	285	1,122	938.00	
Not Pell Eligible (or unknown)	744	1,064	1,808	990.00	
First-Generation Status			0		
First-Generation	871	503	1,374	1,001.80	
Not First Generation (or unknown)	710	846	1,556	926.30	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
? Category of Students (e.g., male/female); add more rows as needed					
N/A			0		
			0		
			0		
			0		
			0		
			0		
Please enter any explanatory notes in the box below					
Pell Eligibility is as of first fall term enrolled. For figures falling below 5, the figures are supressed and represented by an "*."					

		3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (Fall 2022)
Standard 5: Students (Admissions, Fall Term)						
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					?	
Credit Seeking Students Only - Including Continuing Education						
Freshmen - Undergraduate	?					
Completed Applications	?	801	736	700	800	
Applications Accepted	?	734	729	693	799	
Applicants Enrolled	?	168	189	177	163	
% Accepted of Applied		91.6%	99.0%	99.0%	99.9%	-
% Enrolled of Accepted		22.9%	25.9%	25.5%	20.4%	-
Percent Change Year over Year						
Completed Applications		na	-8.1%	-4.9%	14.3%	-100.0%
Applications Accepted		na	-0.7%	-4.9%	15.3%	-100.0%
Applicants Enrolled		na	12.5%	-6.3%	-7.9%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
High School GPA		3	3.07	3.02	3.04	
Transfers - Undergraduate	?					
Completed Applications		183	227	255	299	
Applications Accepted		173	223	253	296	
Applications Enrolled		109	105	130	165	
% Accepted of Applied		94.5%	98.2%	99.2%	99.0%	-
% Enrolled of Accepted		63.0%	47.1%	51.4%	55.7%	-
Master's Degree	?					
Completed Applications					11	
Applications Accepted					11	
Applications Enrolled					8	
% Accepted of Applied		-	-	-	100.0%	-
% Enrolled of Accepted		-	-	-	72.7%	-
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Doctoral Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	-
% Enrolled of Accepted		-	-	-	-	-
Please enter any explanatory notes in the box below						

Standard Five: University of Maine at Presque Isle

		3 Years Prior (Fall 2018)	2 Years Prior (Fall 2019)	1 Year Prior (Fall 2020)	Current Year (Fall 2021)	Goal (specify year) (Fall 2022)
					Standard 5: Students	
					(Enrollment, Fall Term)	
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					**?**	
Credit-Seeking Students Only - Including Continuing Education						
UNDERGRADUATE	**?**					
First Year Full-Time Headcount	**?**	182	179	214	187	190
Part-Time Headcount	**?**	18	29	56	47	50
Total Headcount		200	208	270	234	240
Total FTE	**?**	188	184	232	197	200
Second Year Full-Time Headcount		154	156	167	154	157
Part-Time Headcount		34	43	54	55	58
Total Headcount		188	199	221	209	215
Total FTE		157	167	185	168	171
Third Year Full-Time Headcount		130	110	129	143	146
Part-Time Headcount		38	48	41	56	59
Total Headcount		168	158	170	199	205
Total FTE		138	126	142	163	175
Fourth Year Full-Time Headcount		145	141	164	243	275
Part-Time Headcount		78	75	87	98	101
Total Headcount		223	216	251	341	376
Total FTE		166	160	188	294	350
Unclassified Full-Time Headcount	**?**	62	30	41	47	50
Part-Time Headcount		713	634	516	543	546
Total Headcount		775	664	557	590	596
Total FTE		286	226	201	216	226
Total Undergraduate Students						
Full-Time Headcount		673	616	715	774	818
Part-Time Headcount		881	829	754	799	814
Total Headcount		1,554	1,445	1,469	1,573	1,632
Total FTE		935	863	948	1,038	1,122
% Change FTE Undergraduate		na	-7.7%	9.8%	9.5%	8.1%
GRADUATE	**?**					
Full-Time Headcount	**?**				9	15
Part-Time Headcount	**?**				8	12
Total Headcount		0	0	0	17	27
Total FTE	**?**				15	21
% Change FTE Graduate		na	-	-	-	40.0%
GRAND TOTAL						
Grand Total Headcount		1,554	1,445	1,469	1,590	1,659
Grand Total FTE		935	863	948	1,053	1,143
% Change Grand Total FTE		na	-7.7%	9.8%	11.1%	8.5%
Please enter any explanatory notes in the box below						
A significant percentage of UMPI's credit hour generation comes from non-degree students and Early College programming. These are accounted for under Unclassified.						

Standard 5: Students

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?					
	(FY 2019)	**(FY 2020)**	**(FY 2021)**		
? **Three-year Cohort Default Rate**	13.3	14.2	12.7		
? **Three-year Loan repayment rate**	99%	99%	99%		
(from College Scorecard)					

	3 Years Prior	**2 Years Prior**	**Most Recently Completed Year**	**Current Year**	**Goal (specify year)**
	(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
? **Student Financial Aid**					
Total Federal Aid	$5,828	$5,837	$6,029	$5,116	$5,910
Grants	$2,465	$2,542	$2,768	$2,485	$2,485
Loans	$2,933	$2,934	$2,991	$2,477	$3,155
Work Study	$430	$361	$270	$154	$270
Total State Aid	$473	$527	$678	$891	$891
Total Institutional Aid	$1,818	$1,664	$1,872	$1,700	$1,700
Grants	$1,818	$1,664	$1,872	$1,700	$1,700
Loans	$0	$0	$0	$0	$0
Total Private Aid	$654	$746	$640	$659	$697
Grants	$424	$462	$389	$432	$432
Loans	$230	$284	$251	$227	$265
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	63%	66%	66%	**	tbd
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$19,876	$18,853	$16,769	**	tbd
Graduates	N/A	N/A	N/A	N/A	N/A
First professional students	N/A	N/A	N/A	N/A	N/A
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$19,555	$18,403	$18,971	**	tbd
Graduate Students	N/A	N/A	$4,522	**	tbd
First professional students	N/A	N/A	N/A	N/A	N/A
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A

Please enter any explanatory notes in the box below

*- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Financial Aid office, and private loans/scholarships which are only listed on the Financials side. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students.
- Institutional Grant aid includes grants, scholarships, and waivers.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- FY 2022 currently includes aid disbursed for the Fall and Spring semesters, as of 2.20.22.
- Post-baccalaureate certificate only students are excluded from the degree debt calculations.
- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.
- Average Debt includes only those students who borrowed.
- Dollars represented in thousands.

** This information is not yet available to report on.
Datasource: Campus Solutions Reporting DB

Three year loan repayment rate (from NSLDS) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS

Note: Three year loan repayment rate is much higher than previous iterations of this report, given the pandemic-related repayment policy changes made by the Dept. of Ed.

Goal year information was based on the assumption that institutional and State aid, as well as the Federal Pell Grant, will remain flat into next year. We utilized the HEPI index (CPI for higher education) value of 2.7% to incorporate an increase to loan values for the goal year. This was done by taking the last complete year, 2021, increasing by 2.7% (thus simulating the end of 2022), and then increasing again by 2.7% (to arrive at a simulated 2023 value)

Standard Five: University of Maine at Presque Isle

Standard 5: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
Undergraduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
Category of Students (e.g., male/female); add more rows as needed					
2 or More Races	58	57	14		
American Indian/Alaska Native	16	16	6		
Asian	15	15	5		
Black/African American	68	67	18		
Hispanic/Latino	86	85	19		
Native Hawaiian/Pacific Islander	3	3	0		
Nonresident Alien	71	71	41		
Race/Ethnicity not reported	31	28	8		
White	914	900	306		
Female	**810**	**798**	**261**		
Male	**444**	**436**	**153**		
Sex not reported	**8**	**8**	**3**		
Pell Eligible	414	413	192		
Not Pell Eligible (or unknown)	848	829	225		
First-Generation	**596**	**584**	**183**		
Not First Generation (or unknown)	**666**	**658**	**234**		
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
Category of Students (e.g., male/female); add more rows as needed					
Race/Ethnicity					
2 or More Races	0	0	0		
American Indian/Alaska Native	0	0	0		
Asian	0	0	0		
Black/African American	5	5	1		
Hispanic/Latino	2	2	0		
Native Hawaiian/Pacific Islander	0	0	0		
Nonresident Alien	0	0	0		
White	22	22	7		
Race/Ethnicity not reported	0	0	0		
Sex					
Female	17	17	3		
Male	12	12	5		
Sex not reported	0	0	0		
Pell Eligibility Status					
Pell Eligible	2	2	0		
Not Pell Eligible (or unknown)	27	27	8		
First-Generation Status					
First-Generation	12	12	6		
Not First Generation (or unknown)	17	17	2		
Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Race/Ethnicity					
2 or More Races	87	29	116	92.10	
American Indian/Alaska Native	39	13	52	39.40	
Asian	25	8	33	24.10	
Black/African American	102	17	119	101.60	
Hispanic/Latino	176	25	201	173.50	
Native Hawaiian/Pacific Islander	7	0	7	6.50	
Nonresident Alien	68	11	79	78.70	
White	1,955	981	2,936	2,217.90	
Race/Ethnicity not reported	95	70	165	118.50	
Sex					
Female	1,616	810	2,426	1,808.20	
Male	915	318	1,233	1,009.70	
Sex not reported	23	26	49	34.40	
Pell Eligibility Status					
Pell Eligible	1,616	402	2,018	1,679.50	
Not Pell Eligible (or unknown)	938	752	1,690	1,172.80	
First-Generation Status					
First-Generation	1,576	468	2,044	1,660.90	
Not First Generation (or unknown)	978	686	1,664	1,191.50	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Race/Ethnicity					
2 or More Races	0	0	0	0.00	
American Indian/Alaska Native	1	0	1	0.70	
Asian	0	0	0	0.00	
Black/African American	1	0	1	0.70	
Hispanic/Latino	0	0	0	0.00	
Native Hawaiian/Pacific Islander	0	0	0	0.00	
Nonresident Alien	0	0	0	0.00	
White	7	8	15	8.70	
Race/Ethnicity not reported	0	0	0	0.00	
Sex					
Female	2	6	8	3.30	
Male	7	2	9	6.70	
Sex not reported	0	0	0	0.00	
Pell Eligibility Status					
Pell Eligible	0	0	0	0.00	
Not Pell Eligible (or unknown)	9	8	17	10.00	
First-Generation Status					
First-Generation	5	4	9	6.00	
Not First Generation (or unknown)	4	4	8	4.00	
Please enter any explanatory notes in the box below					
Undergraduate enrollment information includes early college.					

Standard 5: Students					
(Admissions, Fall Term)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
					?
Credit Seeking Students Only - Including Continuing Education					
		3 Years Prior (FY 2019)	**2 Years Prior (FY 2020)**	**1 Year Prior (FY 2021)**	**Current Year (FY 2022)**	**Goal (specify year) (FY 2023)**
Freshmen - Undergraduate	?					
Completed Applications	?	4,254	4,996	4,774	5,397	5,237
Applications Accepted	?	3,634	4,042	4,198	4,695	4,589
Applicants Enrolled	?	947	893	808	895	897
% Accepted of Applied		85.4%	80.9%	87.9%	87.0%	87.6%
% Enrolled of Accepted		26.1%	22.1%	19.2%	19.1%	19.5%
Percent Change Year over Year						
Completed Applications		na	17.4%	-4.4%	13.0%	-3.0%
Applications Accepted		na	11.2%	3.9%	11.8%	-2.3%
Applicants Enrolled		na	-5.7%	-9.5%	10.8%	0.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		1,549	1,616	1,490	1,491	1,291
Applications Accepted		1,045	1,042	950	937	842
Applications Enrolled		668	624	550	542	601
% Accepted of Applied		67.5%	64.5%	63.8%	62.8%	65.2%
% Enrolled of Accepted		63.9%	59.9%	57.9%	57.8%	71.4%
Master's Degree	?					
Completed Applications		842	944	1,189	1,172	1,221
Applications Accepted		599	659	805	808	856
Applications Enrolled		402	427	564	546	576
% Accepted of Applied		71.1%	69.8%	67.7%	68.9%	70.1%
% Enrolled of Accepted		67.1%	64.8%	70.1%	67.6%	67.3%
First Professional Degree	?					
Completed Applications		574	572	486	658	543
Applications Accepted		306	308	224	344	224
Applications Enrolled		81	91	87	91	92
% Accepted of Applied		53.3%	53.8%	46.1%	52.3%	41.3%
% Enrolled of Accepted		26.5%	29.5%	38.8%	26.5%	41.1%
Doctoral Degree	?					
Completed Applications		44	21	45	94	50
Applications Accepted		26	8	33	49	35
Applications Enrolled		18	4	24	33	30
% Accepted of Applied		59.1%	38.1%	73.3%	52.1%	70.0%
% Enrolled of Accepted		69.2%	50.0%	72.7%	67.3%	85.7%
Please enter any explanatory notes in the box below						
First Professional numbers are a year behind due to ABA submission timing, therefore, Current Year is actually FY2021 not FY2022 and subsequently going back 3 prior years to FY2018 (Fall 2017) not FY2019 giving you a full FOUR Fall year view of comparative Law admission numbers.						

Standard Five: University of Southern Maine

		3 Years Prior (FY 2)	2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Goal (specify year) (FY 2)
	Standard 5: Students					
	(Enrollment, Fall Term)					
	Complete this form for each distinct student body identified by the institution (see Standard 5.1)					?
	Credit-Seeking Students Only - Including Continuing Education					
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	1,036	974	877	941	950
Part-Time Headcount	?	118	97	114	92	100
Total Headcount		1,154	1,071	991	1,033	1,050
Total FTE	?	1,074	993	904	952	932
Second Year Full-Time Headcount		908	901	801	736	723
Part-Time Headcount		154	142	154	123	120
Total Headcount		1,062	1,043	955	859	843
Total FTE		955	940	842	756	766
Third Year Full-Time Headcount		968	970	870	776	765
Part-Time Headcount		257	268	262	258	267
Total Headcount		1,225	1,238	1,132	1,034	1,032
Total FTE		1,039	1,053	947	840	823
Fourth Year Full-Time Headcount		1,085	1,188	1,207	1,071	1,000
Part-Time Headcount		750	707	733	671	667
Total Headcount		1,835	1,895	1,940	1,742	1,667
Total FTE		1,329	1,399	1,439	1,277	1,200
Unclassified Full-Time Headcount	?	25	29	18	42	20
Part-Time Headcount		1,089	1,399	1,062	1,246	1,234
Total Headcount		1,114	1,428	1,080	1,288	1,254
Total FTE		334	427	314	388	312
Total Undergraduate Students						
Full-Time Headcount		4,022	4,062	3,773	3,566	3,458
Part-Time Headcount		2,368	2,613	2,325	2,390	2,388
Total Headcount		6,390	6,675	6,098	5,956	5,846
Total FTE		4,730	4,811	4,445	4,213	4,033
% Change FTE Undergraduate		na	1.7%	-7.6%	-5.2%	-4.3%
GRADUATE	?					
Full-Time Headcount	?	685	626	662	621	675
Part-Time Headcount	?	1,065	1,128	1,262	1,419	1,450
Total Headcount		1,750	1,754	1,924	2,040	2,125
Total FTE	?	1,352	1,312	1,432	1,465	1,476
% Change FTE Graduate		na	-3.0%	9.2%	2.3%	0.8%
GRAND TOTAL						
Grand Total Headcount		8,140	8,429	8,022	7,996	7,971
Grand Total FTE		6,082	6,123	5,877	5,677	5,509
% Change Grand Total FTE		na	0.7%	-4.0%	-3.4%	-3.0%
Please enter any explanatory notes in the box below						

***

UMS defines its' Institutions as Home vs Host when it considers Headcount, SCH and FTE. Beginning Fall 2020, Headcount, Student Credit Hours (SCH) and FTE are reported differently based on Inter-institutional Cross-listed course Host and Home definitions.

The Host institution (is responsible for the faculty, and for ensuring the quality, rigor, and assessment of the course) receives the SCH.

The Home institution (where the student is matriculated, receives student support/resources, and where the students' primary enrollment is) keeps the FTE and Headcount.

	Standard 5: Students			
	(Financial Aid, Debt, Developmental Courses)			
	Complete this form for each distinct student body identified by the institution (see Standard 5.1)			

?	Where does the institution describe the students it seeks to serve?			
	https://usm.maine.edu/about			

		(FY 2020)	**(FY 2021)**		
?	**Three-year Cohort Default Rate**	6.00%	4.20%	
?	**Three-year Loan repayment rate**	100.00%	100.00%	
	(from NSLDS)			

		2 Years Prior	**Most Recently Completed Year**	**Current Year**	**Goal (specify year)**
		(FY 2020)	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
?	**Student Financial Aid**				
	Total Federal Aid	$48,880	$45,625	$39,723	$46,312
	Grants	$12,285	$11,720	$10,591	$10,591
	Loans	$35,094	$33,180	$28,734	$34,996
	Work Study	$1,502	$725	$397	$725
	Total State Aid	$2,953	$3,055	$3,703	$3,703
	Total Institutional Aid	$22,102	$21,971	$20,661	$20,661
	Grants	$23,952	$22,404	$22,258	$22,258
	Loans	$0	$0	$0	$0
	Total Private Aid	$8,507	$6,463	$6,814	$6,507
	Grants	$3,816	$3,428	$3,306	$3,306
	Loans	$4,691	$3,035	$3,509	$3,201
	Student Debt				
	Percent of students graduating with debt (include all students who graduated in this calculation)				
	Undergraduates	72%	65%	**	tbd
	Graduates	58%	53%	**	tbd
	First professional students	N/A	N/A	N/A	N/A
	For students with debt:				
	Average amount of debt for students leaving the institution with a degree				
	Undergraduates	$24,466	$24,198	**	tbd
	Graduates	$45,764	$49,149	**	tbd
	First professional students	N/A	N/A	N/A	N/A
	Average amount of debt for students leaving the institution without a degree				
	Undergraduates	$16,153	$15,471	**	tbd
	Graduate Students	$25,497	$23,958	**	tbd
	First professional students	N/A	N/A	N/A	N/A
	Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)				
	English as a Second/Other Language				
	English (reading, writing, communication skills)				
	Math				
	Other				
	Please enter any explanatory notes in the box below				

- Aid totals include all aid disbursed via the Financial Aid office, as well as Institutional Waivers disbursed through the Bursar's office. Totals include aid disbursed to Undergraduate, Graduate, Degree-Seeking, and Non-Degree Seeking students. Aid totals are presented in thousands.
- Institutional Grant aid includes grants, scholarships, and waivers.
- Loan totals include parent loans, however student debt averages exclude parent PLUS loans.
- Private Grant aid includes grants and scholarships.
- FY 2022 currently includes aid disbursed for the Fall and Spring semesters, as of 02.04.22
- Students leaving the institution without a degree are defined as students who were enrolled in courses in the Fall, Spring, or Summer term of the year prior to the year listed, did not earn a degree, and were not enrolled in the year listed.
- Average Debt includes only those students who borrowed.
Debt totals are presented in ones (not thousands like aid totals)

  Three year loan repayment rate (from College Scorecard) definition: Fraction of repayment cohort who are not in default, and with loan balances that have declined three years since entering repayment, excluding enrolled and military deferment from calculation. (rolling averages)- DataSource NSLDS

Standard Five: University of Southern Maine

Standard 5: Students					
(Student Diversity)					
Complete this form for each distinct student body identified by the institution (see Standard 5.1)					
For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.					
Undergraduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
Category of Students (e.g., male/female); add more rows as needed					
Male	2,638	2,058	555		
Female	4,375	3,672	951		
Multicultural	1,649	1,079	264		
International	540	141	28		
In-State	3,800	3,319	1,193		
Out-of-State	3,213	2,411	317		
Resident/Dorm	4,676	3,951	657		
Commuter	2,337	1,779	853		
Graduate Admissions information	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**		
Category of Students (e.g., male/female); add more rows as needed					
Male	331	185	132		
Female	935	672	475		
Multicultural	266	118	74		
International	115	13	4		
In-State	644	498	378		
Out-of-State	622	359	229		
Paper	14	13	11		
Electronic	1,252	844	596		
Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Gender - Female	2,170	1,366	3,536	2,540.87	
Gender - Male	1,396	1,024		1,671.80	
In-State	2,893	2,287	5,180	3,527.07	
Out-of-State	673	103	776	685.60	
Minority	709	380	1,089	794.60	
Degree-Seeking	3,524	1,144	4,668	3,825.00	
Non-Degree	42	1,246	1,288	387.67	
Commuters	2,416	2,361	4,777	3,081.40	
Residency - ONLIN	11	9		12.50	
Traditional	3,037	1,630		3,441.97	
NonTraditional	529	760		770.70	
Graduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
Category of Students (e.g., male/female); add more rows as needed					
Gender - Female	402	1,122	1,524	1,066.33	
Gender - Male	219	297		398.23	
In-State	427	1,007	1,434	1,011.02	
Out-of-State	194	412	606	453.54	
Minority	82	163	245	180.67	
Degree-Seeking	615	1,258	1,873	1,399.72	
Non-Degree	6	161	167	64.84	
Residency - Maine ONLINE	59	236		202.00	
Please enter any explanatory notes in the box below					
Minority is definied as Non-White and excludes Unknowns					

Headcount			
Faculty	**Full-time**	**Part-time**	**Total Headcount**
Female (1,325)	519	806	1,325
Male (979)	541	438	979
Not Specified (45)	1	44	45
Total	**1,061**	**1,288**	**2,349**
Faculty	**Full-time**	**Part-time**	**Total Headcount**
American Indian/Alaska Native	5	5	10
Asian	65	22	87
Black/African American	15	10	25
Hispanic/Latino	28	18	46
Multiracial	10	7	17
Native Hawaiian/Other Pacific	1	0	1
White	884	938	1,822
Not Specified	53	289	342
Total	**1,061**	**1,289**	**2,349**

Figure 7: Faculty headcount

Faculty and academic staff are vital to the missions of UMS universities and the University of Maine School of Law (Law School). Faculty are hired through shared governance processes and have qualifications appropriate to their roles. A majority of full-time faculty have terminal degrees in their disciplines (74%), and other faculty are also appropriately qualified to teach at a university level.

Description

Faculty and academic staff
The percentage of full-time and part-time faculty is determined by the mission of each university. Expectations for faculty work and evaluation are established in and described by UMS's collective bargaining agreements and in university governance documents. Full-time faculty have responsibility for the curriculum. Each university has a faculty governance body that attends to faculty business, with expectations of shared governance. Faculty shared governance is affirmed by Board policy and by the Board's 2007 Statement on Shared Governance.

As noted in Standard Three, UMS has two faculty collective bargaining agreements: the Affiliated Faculties of the Universities of Maine (AFUM) agreement for full-time faculty, and the Part Time Faculty (AFT-Maine, informally PATFA) agreement. Categories of faculty positions (e.g. part-time, lecturer, research, adjunct, tenure-track, and clinical) and tenure-track ranks (assistant, associate, professor) are defined by the two agreements. They list the ranks full-time and part-time faculty members may achieve, minimum salaries, and review processes. Each faculty member is hired into one or more appropriate academic (degree-granting) or research units via a letter of appointment. The participation of various categories of faculty in unit governance is determined by unit governance documents.

Some professional staff from the UMPSA bargaining unit and non-represented staff teach or mentor students. Academic units determine the qualifications necessary for their teaching staff.

Tenure and promotion
Criteria for reappointment, tenure, promotion, and post-tenure review are determined at the academic program level and are expressed in university governance documents. The AFUM collective bargaining agreement defines the full-time faculty workload, and that definition is broad enough that it can be interpreted according to university, college, school, or departmental needs. Faculty workloads vary depending on the research

expectations of the university and the requirements of the position.

The six-year probationary period for permanent faculty is contractual. Professional development funds are apportioned in accordance with the expectations of the faculty position. The Chief Academic Officers (CAOs) share plans for the hiring of permanent (tenure-track or "just cause"-eligible) faculty annually with the Chief Academic Officers Council (CAOC).

The preparation and qualifications of faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, and relevant professional experience, training, and credentials. Faculty positions generally require a terminal degree, most commonly the Ph.D. or a doctorate other than the Ph.D., but sometimes a terminal master's degree such as the MFA. Part-time faculty from professional fields are not necessarily required to hold an advanced degree. Part-time faculty and non-faculty academic staff who advise or support students are recruited through a competitive search process.

Search committees for staff members engaged in teaching, learning, advising, and other student support roles are populated by faculty and staff who hold similar roles and are cognizant of mission and needs. As support for all of the above, the universities and Law School receive centralized data and related assistance from UMS Institutional Research. Continuity in teaching and learning is determined in part by reporting lines, with degree-granting academic units holding primary responsibility for instruction and the delivery of student credit hours.

Per UMS Board of Trustees Policy 310, the Board grants tenure to the institution's faculty. Board Policy 312 provides for the appointment of university professors by the Chancellor with Board approval. Under unified accreditation, this remains in force.

Faculty responsibilities
Faculty assignments range from full-time research to full-time teaching, with many carrying substantial responsibilities for outreach, engagement, and public service. There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, for UMS to carry out its educational mission. Faculty responsibilities include instruction and the systematic understanding of effective teaching and learning processes and outcomes in courses and programs for which they share responsibility.

Additional duties may include student advising, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance. University websites share information about student-faculty ratios and student metrics.

UMS faculty publish books, journal articles, blog posts, and comments on national academic listservs on an array of topics. They conduct research on several continents, in the oceans, and in the polar regions. Numerous UMS faculty have national and international reputations in their fields of scholarship and creative activity.

At each university, there are systems in place based on the AFUM agreement to evaluate tenure-track, post-tenure, and adjunct faculty. The Law School is governed by a separate policy. At each university, faculty appointments, tenure and promotion processes, and tenure decisions are reflective of those of peer universities. The evaluation criteria applied in these decisions are developed at each university, but include teaching, student advising, and curriculum development; research and scholarship (e.g. creative works in the discipline, publications and presentations, research, and scholarly writing); and service to the school or department, college, university, and community.

Per Board Policy 313, each university in UMS has established procedures by which students

evaluate faculty. Every UMS university employs an electronic means of distributing, collecting, and routing student evaluations of teaching.

Faculty recruitment and retention
UMS adheres to an open and orderly process for recruiting and appointing faculty. Faculty and staff—and in some cases, students— participate in faculty searches. The various documents that outline hiring processes through the UMS job search database (HireTouch) are housed on the UMS Human Resources site and on university HR sites.

As noted in Standard Five— and in alignment with the letter and spirit of applicable laws and its own DEI goals— UMS does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information, or veteran status in employment, education, and all other programs and activities. Each university provides reasonable accommodations to persons with disabilities upon request. UMS Human Resources guidelines require EEO and implicit bias training. HR provides prospective hires with a written agreement describing the nature and term of the position they are being offered.

UMS Faculty by Race/Ethnicity and Full/Part-Time Status (Fall '21)
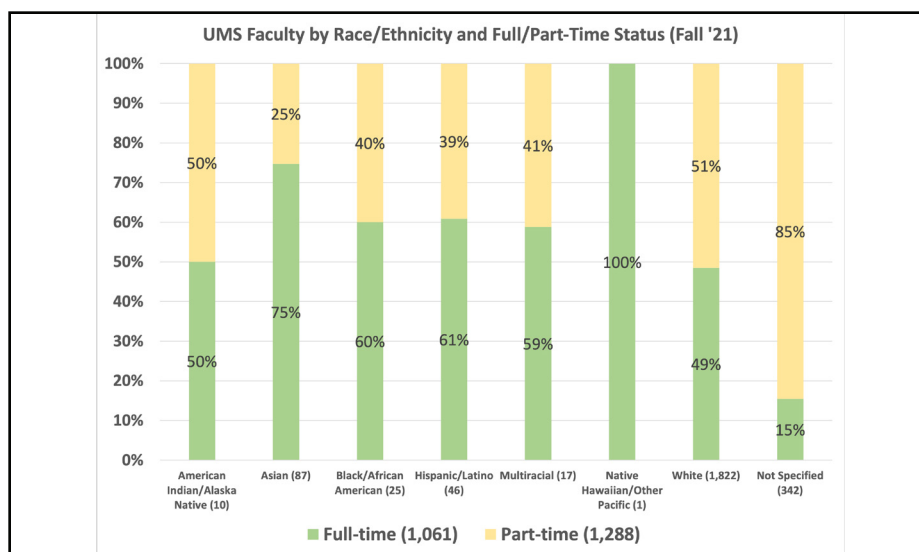
Figure 8: Faculty diversity

Faculty salaries vary across UMS, based in part on the nature of a given university's mission, its balance of teaching and research, the area of Maine it is principally located in (which affects cost of living), and rank (or role/classification). There is no standard means of tracking job satisfaction across UMS. Individual universities compile such data— as through UM's 2018 work-life balance report— but there is no System-wide equivalent.

All UMS universities have dedicated funds for continued professional development, including in-house research grants, sabbaticals, and funds for travel to professional conferences. The universities have various models in place for supporting faculty grant-writing and research, and professional development can be funded externally as well as internally. Resources vary based on the size of the university, the balance of teaching and research, the history of bequests, and the extent of grant-writing resources.

Policies at the UMS and university levels define faculty responsibilities and criteria for professional advancement. The faculty handbooks lay out criteria for recruitment, appointment, retention, evaluations, promotion, and, as applicable, tenure. They also address responsibilities of full-time and part-time faculty, dispute resolution procedures, the organization of governance bodies, procedures for the assessment of teaching, ethical

guidelines, and other matters controlled by the individual universities. The most recent handbooks are available in digital form on the UMS website.

Teaching

Teaching at the seven UMS universities and the University of Maine School of Law (Law School) is undertaken by credentialed, carefully vetted tenure-stream and part-time faculty. Teaching at all levels and in all modalities to all student populations is evaluated through formative and summative assessments. Findings from those assessments are used to improve student learning, courses, and programs.

Each UMS university offers continuing educational experiences to help faculty stay current in their pedagogical practices, including the use of new and emerging teaching technologies. These faculty development opportunities are often organized and led by instructional design staff, such as those housed in UM's Center for Innovation in Teaching and Learning, UMF's Teaching and Learning Collaborative, UMPI's Center for Teaching and Learning, UMA's Faculty Development Center, and USM's Center for Collaboration and Development.

Non-credit teaching and outreach courses and programs are delivered primarily through UM Cooperative Extension, which has an infrastructure and staff presence in all sixteen Maine counties. Extension's programmatic emphases include 4-H, food safety, and community development. Cooperative Extension faculty and staff manage active farms and educational camps throughout Maine, and share their expertise in the blueberry and potato industries and numerous other areas of the Maine economy. As noted on the Institutional Characteristics Form, Cooperative Extension delivers the preponderance of non-credit educational programming and outreach in the state.

UMS faculty direct independent studies, fieldwork, credit-bearing internships, practica, and clinical experiences (often with a credentialed field practitioner), and many participate in multi-university courses, programs, and/or collaborations.

Update on the University of Maine at Farmington's Seguinland Institute partnership

UMS and UMF submitted a successful substantive change request in September 2021 to establish an agreement with the Seguinland Institute of Georgetown, Maine to offer UMF credit for courses taught through the Institute.

Since that request's approval, the partnership has been strengthened in several ways. Specifically, UMF has 1) surpassed its fiscal and enrollment targets for the 2021-22 academic year; 2) fully aligned its admissions processes, review of faculty, curricular development, and assessment of student learning outcomes; and 3) used the Seguinland location to deliver high-impact first-year fall seminars.

As part of joint administrative processes between the two institutions, Seguinland's Executive Director sends UMF's Associate Provost a summary of new student applications along with Seguinland's rationale for admission decisions, which are aligned with UMF's admission criteria. The Associate Provost approves, disapproves, or requests additional information. Similarly, new Seguinland instructors are vetted and approved by UMF consistent with the university's regular hiring and review criteria. In the case of new courses, Seguinland's Executive Director seeks initial approval from the appropriate UMF department chair and final approval from the Associate Provost.

Seguinland outputs are encouraging. Student course evaluations conform with UMF's, and student assessments of faculty for three Seguinland courses taught in fall 2021 were strong. The faculty received scores of 4.8, 4.5, and 4.9 (out of 5.0), respectively. Of the 55 UMF students who attended a Seguinland course, over 90% are still enrolled at or have graduated from UMF, far exceeding the university's average retention rate. UMF and

Seguinland are currently planning a broader longitudinal assessment of student learning outcomes across the full set of Seguinland course offerings.

Update on the University of Maine at Augusta's graduation goals
The University of Maine at Augusta (UMA) has set a goal of 18% for its overall IPEDS first-time, full-time 150% graduation rates. UMA has had rates of 18%, 19%, 13%, and 16% for its four most recent cohorts. Its one-year retention rate for baccalaureate cohorts continues to climb, rising from 59% for the fall 2017 cohort to 65% for the fall 2020 cohort.

The university recognizes that its overall first-time, full-time students remain a fraction of its total enrollments: 25.8% in the most recent tally. UMA's Student Achievement Measure (SAM) report shows that its 2014 baccalaureate first-time, full-time students have either graduated from UMA (20%) or from another university (11%), are continuing at UMA (7%) or at another university (11%), and are either successful or continuing on the path of success. According to SAM, the total student success rate of 49% is down slightly from the data UMA reported to the Commission in early 2021 (at 53%), but is a fuller indication of graduation rates and success rates of its student population.

UMA's efforts to improve student success continue apace. While its Title III Strengthening Institutions Grant ends this year, UMA has created an Online New Student Orientation and continues to have a higher percentage of students complete an orientation experience, having incentivized that program. UMA has also determined that its Class Stewards program, while producing modest results, is not sustainable. Instead, the university is using the EAB Navigate platform to ask faculty to issue progress reports at the three-week mark— focusing on no-shows and class entry issues— and again at mid-semester (fall and spring).

Over 60% of UMA faculty responded to the fall 2021 Early Progress Report initiative and then submitted 755 at-risk evaluations. Staff conducted outreach to these students. The university has also implemented the Early Alert tool in Navigate allowing faculty to report a student concern at any time. These steps permit more comprehensive monitoring and earlier interventions. In addition, UMA has increased capacity for online student engagement in a variety of student support areas during the pandemic.

Scholarship

Faculty scholarship
Scholarly expectations for faculty vary widely. Consistent across UMS, however, is that the scale of expectations varies with the percentage of each appointment dedicated to research. Faculty at universities with graduate degree programs have higher expectations for research on average than those that do not.

For all UMS universities, the percentage of workload devoted to scholarship or research is defined in the letter of appointment, and Article 10 of the AFUM contract ensures that faculty with mixed appointments (e.g. teaching and research) have total workloads comparable to those with 100% appointments in any one area. Article 10 further ensures that each department, division, or other appropriate academic unit develops evaluation criteria addressing scholarship, course and curricular development, and instruction as appropriate to the unit and the faculty appointment.

Evaluation of faculty
Consistency in the quality of faculty performance is addressed in university-wide peer evaluation, promotion, and tenure processes and in AFUM-required student evaluations of teaching. Evaluation procedures and review timelines for full-time tenure-track and non-tenure-track faculty are well-established and follow annual cycles.

Part-time faculty are evaluated against criteria, timelines, and procedures outlined in the PATFA contract and rely on student and peer evaluations. Evaluation and reporting for part-time faculty are difficult to track comprehensively. Recent improvements in the onboarding of part-time faculty via the HireTouch software platform should lead to improvements in processes for hiring, orienting, tracking, and evaluating part-time faculty, and will be assessed in that regard.

Academic freedom

Under Maine law, UMS faculty enjoy traditional academic freedoms in teaching, research, and expression of opinions, and are to be consulted in the formulation of academic policies. All UMS universities have faculty senates or assemblies— and in some cases, a staff senate or assembly engaged in university-level shared governance. These university-specific bodies have primary responsibility for the content, quality, and effectiveness of curriculum offered fully by that university, and the protection and fostering of the academic freedom of all faculty.

The relevant UMS policy statement is Section 212 of the Board's policy manual. Article 2 of the AFUM contract and Article 3 of the PATFA contract address academic freedom. These documents affirm the rights of free inquiry in the performance of teaching, research, publishing, and service obligations. All UMS universities also have faculty handbooks and faculty senate/assembly bylaws that define and affirm academic freedom. All recognize the necessity of academic freedom in higher education and commit to guaranteeing its exercise.

Each UMS university's administration is responsible for enforcing academic freedom policy in accordance with System-wide policies and standards, and protecting individual rights through adequate and timely review of alleged violations.

Assessment and pedagogical effectiveness

Each university engages in its own institutional assessment through systems of reports, surveys, program reviews, and program accreditation processes supporting continuous improvement. For example, in 2020 USM's Office of Academic Advising undertook a NACADA/Gardner Institute assessment process leading to a gap analysis and development of a strategic plan for academic advising.

Content and methods of instruction are assessed in a range of ways. The program review process requires academic programs to evaluate their courses on a cyclical basis: generally, every five to seven years. For example, USM's program review principles include consideration of the role of the program in the context of the mission and goals of the university, and require that program reviews be used as the basis for the improvement of outcomes and the identification of future goals. In addition, many programs across UMS yoke learning outcomes to the standards of their professional organizations (e.g. the American Psychological Association for psychology programs).

Individual courses are also evaluated for content and methods of instruction through annual program assessments and institutional-level evaluation of general education learning outcomes. In addition, university-level general education program outcomes provide valuable information to programs whose courses are part of the program. The effectiveness of instruction is regularly and systematically assessed at all universities through peer evaluation of content and methods of instruction during reappointments and related peer reviews (e.g. tenure or post-tenure reviews).

Curricular innovation

UMS universities encourage curricular experimentation. At UMA, for example, courses can carry an "E" (experimental) designation permitting expedited approval as warranted by need or opportunity. At other universities and at the Law School, initial and/or experimental courses are generally classed as topical or "special" and are offered at the

discretion of instructors and program directors.

UMF's Innovation Agreement promotes experimentation by allowing faculty to request that course evaluations during the initial offering or implementation of a course be framed in the context of pedagogical experimentation. The spirit of this agreement is to ensure that faculty do not have to worry about being penalized for trying something new.

The experience of UMS universities with COVID-19 provides evidence of curricular nimbleness, responsiveness to student needs, and the ability to adopt alternative instructional approaches while preserving academic quality. Between March 9 and March 25, 2020, UMS faculty worked to ensure that several thousand course sections would be available to all students remotely. IT deployed its resources, the various centers for teaching and learning partnered to support hundreds of faculty, and UMS and university leaders worked together in implementing a massive shift in instructional delivery to serve our students.

Campus alignment and differentiation
UMS programmatic offerings collectively align with its multifaceted mission. Survey courses serving as prerequisites in degree pathways are offered across UMS. For example, mathematics, English, and biology courses are offered at all seven universities. Each university offers mission-relevant courses and programs. Examples include UMFK's rural public safety administration program, UMM's book arts certificate, the Law School's environmental and ocean law certificate, and UMA's aviation program.

Students in each major are taught by a variety of faculty to provide exposure to different academic strengths and viewpoints. An appropriate balance between flexibility and consistency in learning outcomes is promoted (where feasible) through delivery of multiple sections of the same course, thereby exposing students to a range of faculty expertise and teaching styles.

There are also mission-linked differences across UMS in educational philosophy. For example, the 2021 UMF strategic plan includes a strong emphasis on providing students a full array of experiential learning opportunities, while UM graduate students play an important role in undergraduate education, and both undergraduate and graduate students are deeply involved in the university's research mission.

UMS universities offer first-year experiences aligned to their respective missions. For example, the First Year Seminar (FYS) is an integral component of the overall first-year experience at UMF. Its twin purposes are to help students make a successful transition to

college and develop habits of lifelong learning. In summer 2019, UMF piloted a version of FYS dubbed First-Year Fusion that includes a week of high-impact experiential learning prior to fall orientation, and ends in mid-semester to allow students to turn their focus to their remaining (regular) courses.

Advising

Advising models vary by university and sometimes by program. At some universities, advising reports to Academic Affairs, as it does at USM and UMA, and in others it reports to Academic Support Services, as it does at UMFK. UM has a college-level advising model: some UM colleges have designated advising centers and staff, while in others faculty take on the advising role.

Most UMS universities provide both professional and faculty advisors to students (UMFK, UM, UMA, the Maine Law School, and UMPI). UMF is rethinking its advising model via its Advising Futures Committee, and USM is developing a new strategic plan for academic advising. Advising is part of full-time faculty members' duties and is evaluated during promotion and tenure review.

Appraisal

Workload considerations

Workload expectations for full-time faculty are adjusted as needed. Often this is done at the individual level —or example, faculty may be given a course release to take on administrative work— or it may be done (more rarely) on an institutional level. There is no standard process for reappraising faculty workload, an issue that grew in importance in 2020-21 when the pandemic struck and faculty had to learn new modalities of teaching immediately. That this has not been figured into faculty workload remains a challenge. In addition, growing enrollment and shifting enrollment caps are sometimes not accounted for in evaluating workload.

All UMS universities employ sizable contingents of adjunct and non-tenure-track faculty whose primary responsibility is teaching, and who often bring particular skills into the classroom. At the Law School, for example, these instructors are typically practicing attorneys who incorporate their legal work into their teaching. University and Law School adjunct and non-tenure-track faculty often also work in unofficial capacities, advising students and taking part in program assessment. This is typically work for which they are not additionally compensated.

Variable workload definitions make comparisons of positions and compensation across UMS difficult. Meaningful assessment of workloads means establishing common definitions of teaching loads and accounting for teaching done at a university other than a faculty member's home university (for example, in a course or program delivered jointly by multiple UMS universities).

Update on the University of Maine at Farmington's four- to three-credit conversion

In 2021, UMF began converting from a largely four-credit to a largely three-credit curriculum, and from 128 to 120 hours required to earn a degree. These moves followed a rigorous review through a campus strategic planning process, two external studies by Hanover Research, and completion of an external report in March 2021. The report reflected outputs from numerous meetings with the President's Cabinet, Faculty Senate, Academic Leadership Council (a mix of faculty and administrators), and a faculty working group, as well as multiple open campus sessions.

In revising its curriculum, UMF anticipates significant benefits to students and the university, including:

- greater curricular alignment with the rest of UMS
- increased opportunities for shared programming and instruction
- improved curricular efficiency
- markedly reduced barriers for transfer students
- overall reduction in the cost of a UMF degree.

Considerable work on the four-to-three conversion has been done over the past year and will continue through summer and fall 2022. A planned implementation in fall 2023 requires that most curricular changes be made by the end of fall 2022.

In January 2022, every UMF academic division submitted complete drafts of proposed program revisions for the university's approximately 90 undergraduate major, minors, and certificates. Proposals were reviewed by the UMF leadership and returned with feedback along with requests for information about course cycling and capacity to deliver programs with existing faculty.

By April 2022, the majority of UMF programs had submitted catalogue-ready program and course descriptions. (Education programs will not be submitted until September 2022 as UMF awaits final word on state teacher certification requirements.) Three-fourths of UMF's remaining programs have been reviewed by the leadership; a quarter have been approved by the relevant division and the leadership and are under review with the UMF Curriculum Committee and Faculty Senate.

Update on the University of Maine's progress in strengthening its funding model for research and increasing research funding and doctoral education
UM has pursued several initiatives in the past two years to stabilize and strengthen the funding model for research and increase research funding and doctoral education. These efforts are described below. Investments are included in multi-year planning assumptions for the research and graduate school enterprises.

(i) Strengthening the funding model for research

To further develop the funding model for research, an F&A (facilities and administrative) distribution model was approved by the university in November 2020. While for the previous four years UM applied an F&A distribution model that only supported PIs, the new model for the first time also directly returns a fraction of F&A funding to the units supporting the research that generated the funds. The new model is designed to incentivize and support faculty and academic units in the growth and advancement of their research efforts while also covering for increased expenses resulting from that growth.

Due to concerns about the pandemic causing a possible budgetary shortfall, UM postponed the implementation of the new F&A distribution model by one year. (Two elements of the new model were considered in fiscal year 2022: an improved distribution model for PIs, and second-year implementation for UM's largest research center, the Advanced Structures and Composites Center).

Beginning in fiscal year 2022, UM has provided one million in base-budgeted funds to the Office of the Vice President for Research and Dean of the Graduate School to address urgent needs arising from the growth of the research enterprise, with additional base funds under consideration for fiscal year 2023 and beyond for new-faculty cluster hiring to support UM's continued success in securing extramural funds.

(ii) Increasing research funding

In fiscal year 2021, despite challenges posed by COVID-19, UM set a new university record by generating $133.6 million in external funding in support of research and development activities as compared to $56.9 million in fiscal year 2017: a 135% increase over that five-year period.

R&D expenditures also reached a new all-time record of $179.3 million in fiscal year 2021 as compared to $99.5 million in fiscal year 2017, an increase of 80.2% over the five-year period. UM is committed to sustaining this effort, and doing so will require new funding models and other improvements. Moreover, as the growth and development of the research enterprise has accelerated, the university recognizes that it needs to move more of its research enterprise to base-budget funding. This process began in fiscal year 2022 as highlighted below.

UMS and UM have increasingly raised visibility among policymakers about the connection between UMS R&D activity and talent development and economic growth. Throughout the pandemic, UMS hosted biweekly virtual briefings for legislators and congressional staff spotlighting university research and researchers contributing to pandemic response efforts, including supporting of public health, K-12 education, and small-business development.

Further, university leaders have assumed leadership roles in numerous statewide planning efforts, including the creation of a 10-year state economic strategy and plans on climate action and economic recovery, all of which included bold increases in public R&D investment among their priority recommendations.

UM avails its resources, labs and related facilities, and staff to work with business and industry for joint R&D and problem-solving, as well as programs for business and technology acceleration and incubation. The highest volume of contract work occurs in UM research centers, including the Advanced Structures and Composites Center, the Forest Bioproducts Research Institute and Process Development Center, the Advanced Manufacturing Center, and the Aquaculture Research Institute.

In the last five years, UM has focused on growth in the industry contract and technology commercialization space, with outreach and education/training activities including the TopGun entrepreneurship training program, the Maine Innovation Research Technology Accelerator (MIRTA), an NSF I-Corp program, and a Commercialization Series workshop for

faculty, staff, and graduate students.

UM operates three incubators supporting startups and spinoffs. The patent portfolio is growing in the areas of renewable energy, bioproducts, computer-aided medical diagnostics, neutriceuticals, and advanced manufacturing, with licensees pursuing commercialization. The maturing of some of these technologies and market growth opportunities in green technologies hold promise for increased licensing revenue. UM also plans expansions in facilities, labs, and equipment to modernize and support large-scale additive manufacturing of biomaterials, advanced manufacturing and automation, biomaterials for medical applications, aquaculture, precision agriculture, and food innovation.

Growth and expansion in research and graduate studies, coupled with a growing level of support for research and graduate studies made available to other UMS universities, means there is a need for more investments in research infrastructure and resources for UM to sustain these efforts while also maintaining its own activity. UM is exploring how increases in revenues generated by the growth in research and graduate studies in combination with UMS Research Reinvestment Funds (RRF) can be allocated to meet increased demands for services and known needs to sustain and maintain research and graduate studies. (In 2015, UMS made a recurring $2.1 million in administrative review savings available for a multi-year research and economic development initiative to create RRF. UM administers these funds to support the growth and development of research and development efforts at UM and across UMS.)

Budget planning is in development to support the necessary UM research-related resources, including for the Graduate School, the Offices of Research Development, Research Administration, and Research Compliance; Advanced Research Computing, Security, and Information Management; Coordinated Operating Research Entities (CORE)

Facilities; and the Office of the Vice President for Innovation and Economic Development.

An incentive-based proposal to share up to 60% of the incremental net revenue from new entrepreneurial programs is moving toward implementation. Entrepreneurial and innovative activities at UM contribute to its teaching, research, and service missions directly (by providing educational opportunities in new or emerging fields) and indirectly (by providing funds to enhance scholarly research, creative activity, innovation, and training). The purpose of the entrepreneurial funding program is to encourage and incentivize academic units to develop graduate programs that can meet the needs of targeted new audiences and generate new sources of revenue.

(iii) Increasing doctoral-level education
In spring 2021, total UM doctoral enrollment exceeded 500, and in fall 2021 overall graduate student enrollment and doctoral student enrollment reached all-time highs at 2,557 and 522, respectively. Graduate assistantship stipends have been increased to recruit and retain high-quality students, and more will be done to reach levels reflecting the stipends provided at other New England flagship universities. $500,000 increases in the Graduate School budget to fund recruitment, assistantship stipends, and other personnel are included in multi-year planning projections.

In March 2021, Chancellor Malloy invited UM President Joan Ferrini-Mundy to assume an additional responsibility as UMS Vice Chancellor for Research and Innovation, with an expectation of increasing research engagement across the System. In the long term, this may result in increased revenues for the UM research and doctoral education enterprise through expanded submission of proposals to federal sponsors by faculty across UMS, and the prospect of shared F&A.

The recently launched UMS Faculty Affiliates program helps facilitate research collaborations between UM faculty and their colleagues at other UMS universities and the Law School. The program also supports the growth of graduate education by providing enhanced teaching experiences for UM graduate students who aspire to careers in the academy as they teach classes for UMS faculty on research sabbaticals or related research-time protections.

The Faculty Affiliates program is also expected to aid in UMS's response to an issue described in the June 2020 substantive change request. Introducing faculty from other UMS universities to research collaborations at UM will likely influence future curriculum at those universities and thereby expose their students to courses and programs otherwise inaccessible to them.

The 2020-24 UMS research and development plan articulates goals through which research can be expanded across UMS, with RRF as a key catalyst. The R&D plan aligns with UMS efforts to support implementation of the state's 2020-29 economic development strategy— emphasizing talent and innovation— and with NECHE's July 2020 letter to UMS affirming the need to strengthen the funding model for research and increase research funding and doctoral education at UM.

R1 Metrics: Doctoral Degrees Awarded

FY 17 (2018 Carnegie Classification): STEM 38, 4, 6, Other 10

FY 19: STEM 52, 6, 5, 6

FY 20 (2021 Carnegie Classification): STEM 45, 3, 3, Other 9

Legend: ■ STEM ■ Humanities ■ Social Sciences ■ Other
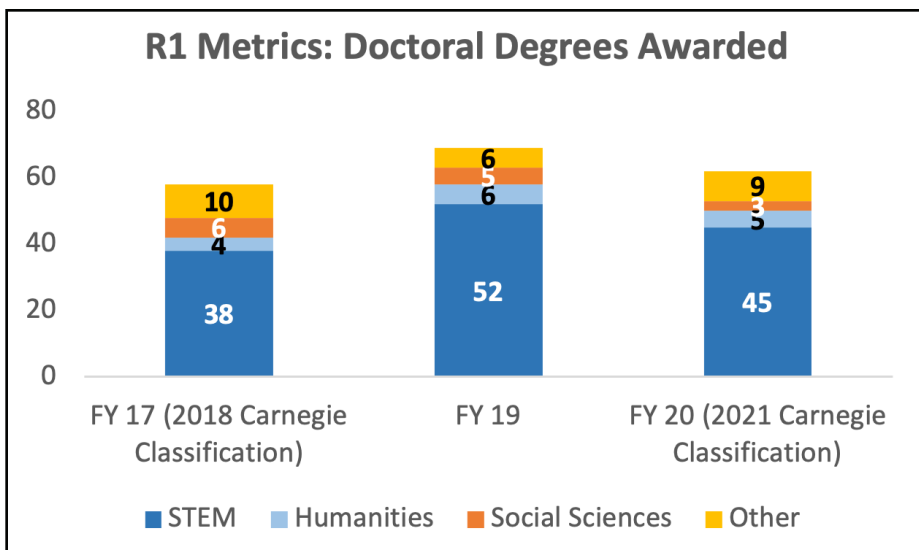
Figure 9: R1 at UM

Projection

Guidance for multi-university academic programs and their faculty
As UMS moves to a more unified approach to teaching and learning, it will need to disseminate standardized guidance for multi-university academic programs and related collaborations. It will also need to consider the impact of cost-sharing agreements, provide seamless academic processes (e.g. course registration, financial aid flow) for multi-university students, and support faculty innovation.

Programmatic review of learning outcomes
To assess student learning, academic programs at all universities engage in learning outcome assessments that are typically presented in programmatic annual reports. UMS universities will engage faculty more fully in the programmatic review of learning outcomes. Faculty are appropriately engaged at the course and program levels already, but lack a system to quantify how students are meeting program learning outcomes. Relatedly, the assessment work faculty are already doing should be acknowledged and formalized.

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
	Standard 6: Teaching, Learning, and Scholarship				
	(Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
?	**Number of Faculty by category**				
	Full-time	609	613	580	583
	Part-time	75	65	65	69
	Adjunct	314	298	270	268
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	998	976	915	920
	Percentage of Courses taught by full-time faculty				
?	**Number of Faculty by rank, if applicable**				
	Professor	218	220	212	202
	Associate	159	157	153	161
	Assistant	176	166	150	148
	Instructor	131	135	130	139
	Other; specify below:				
	Total	684	678	645	650
?	**Number of Academic Staff by category**				
	Librarians	46	41	37	37
	Advisors	36	40	42	42
	Instructional Designers	3	4	4	6
	Other; specify below:				
	Total	85	85	83	85

Please enter any explanatory notes in the box below

Standard Six: University of Maine and Univ. of Maine at Machias

			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship						
(Highest Degrees, Fall Term)						
Highest Degree Earned: Doctorate						
Faculty	Professor		182	180	172	17
	Associate		124	124	124	14
	Assistant		136	115	106	11
	Instructor		35	31	29	3
	No rank		0	0	0	
	Other		0	0	0	
	Total		477	450	431	47
Academic Staff	Librarians		3	3	3	
	Advisors		2	3	3	
	Inst. Designers		1	1	1	
Other; specify*			0	0	0	
Highest Degree Earned: Master's						
Faculty	Professor		12	12	11	2
	Associate		9	9	10	1
	Assistant		12	10	7	
	Instructor		47	48	46	5
	No rank		0	0	0	
	Other		0	0	0	
	Total		80	79	74	9
Academic Staff	Librarians		14	11	9	1
	Advisors		17	17	16	1
	Inst. Designers		0	1	1	
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty	Professor		0	0	0	
	Associate		0	0	0	
	Assistant		2	2	2	
	Instructor		6	7	6	1
	No rank		0	0	0	
	Other		0	0	0	
	Total		8	9	8	1
Academic Staff	Librarians		10	11	12	1
	Advisors		9	8	11	1
	Inst. Designers		0	0	0	
Other; specify*			0	0	0	
Highest Degree Earned: Professional License						
Faculty	Professor		0	0	0	
	Associate		0	0	0	
	Assistant		0	0	0	
	Instructor		0	0	0	
	No rank		0	0	0	
	Other		0	0	0	
	Total		0	0	0	
Academic Staff	Librarians		0	0	0	
	Advisors		0	0	0	
	Inst. Designers		0	0	0	
Other; specify*			0	0	0	

* Please insert additional rows as needed

Standard Six: University of Maine and Univ. of Maine at Machias

		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT

<div align="center">

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

</div>

		3 Years Prior (FY 2019) FT	PT	2 Years Prior (FY 2020) FT	PT	1 Year Prior (FY 2021) FT	PT	Current Year (FY 2022) FT	PT
? Number of Faculty Appointed									
Professor		2	0	5	3	2	2	0	0
Associate		3	1	1	0	3	0	2	0
Assistant		32	6	28	1	12	3	19	10
Instructor		24	1	14	4	12	1	23	3
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	2	0
Total		61	8	48	8	29	6	46	13
? Number of Faculty in Tenured Positions									
Professor		175	18	174	18	167	20	154	18
Associate		110	17	115	14	118	12	132	9
Assistant		3	0	2	0	0	0	0	0
Instructor		0	0	0	0	0	0	0	0
No rank		0	0	0	0	0	0	0	0
Other		11	0	8	0	8	0	8	0
Total		299	35	299	32	293	32	294	27
? Number of Faculty Departing									
Professor		1	0	0	2	1	0	1	0
Associate		2	0	2	0	5	0	0	1
Assistant		12	1	11	0	12	1	8	1
Instructor		11	1	5	3	4	2	6	2
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		26	2	18	5	22	3	15	4
? Number of Faculty Retiring									
Professor		8	4	8	4	13	2	12	4
Associate		4	1	4	7	2	1	2	2
Assistant		0	0	0	0	0	0	0	1
Instructor		0	0	2	1	1	0	4	1
No rank		0	0	0	0	0	0	0	0
Other		0	0	0	0	0	0	0	0
Total		12	5	14	12	16	3	18	8
Fall Teaching Load, in credit hours									
Professor	Maximum	1091	1963	1368	1914	1230	1677	1170	2127
	Median	80	73	79	60	87	62	94	81
Associate	Maximum	1023	351	960	721	1032	721	1056	456
	Median	108	54	99	60	105	42	90	72
Assistant	Maximum	1099	678	771	816	574	849	765	372
	Median	102	82	116	90	110	73	126	91
Instructor	Maximum	1340	1276	1372	462	2476	579	1510	1516
	Median	204	45	187	42	229	54	227	39
No rank	Maximum								
	Median								
Other	Maximum								
	Median								
Explanation of teaching load if not measured in credit hours									
- Teaching load is measured in total student credit hours									

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
UMaine								
Adv Structures & Comp Ctr	1		2		2		3	
Anthropology	6	4	6	4	6	3	6	3
Art	8	10	8	8	8	8	8	6
Canadian American Center	1		1		1		1	
CED		65		70		62		57
Chemical Engineering	16		16		17		17	
Chemistry	13		13	1	13	2	11	2
Civil & Environmental Eng	15	1	14		14	2	15	2
Climate Change Institute	3	9	3	9	3	9	2	9
Comm Sciences & Disorders	9	3	9	2	8	1	7	3
Communication & Journalism	10	8	9	7	9	7	9	10
Coop Extension	34	12	30	10	28	10	27	13
Critical Languages Program		1		1		1		
Dean Eng & Science	1		1		1		1	
Dean Liberal Arts & Science	1	3	3	1	3		2	1
Dean of Education	1		1		1		1	
Department of Athletics	30	1	34		35	2	35	1
Ecology and Environmental Sci	1		1		1		1	2
Education		55		34		26		29
Electrical & Computer Engin	11		11		10		12	
English	21	19	21	20	18	18	20	18
Forest BioProducts Resrch Inst	1		1		1		1	
History	11	5	11	5	10	5	9	3
Honors College	4	12	4	10	3	9	3	7
Hutchinson Center		5		5		3		5
Institute of Medicine								1
Institutional Research	1							
Intermedia MFA	1		1		1			
International Study Center		1		1				1
Lab Surface Science Tech	2	1	2		2		2	
Maine Business School	27	8	32	5	27	5	32	3
Margaret Chase Smith Center	1	1	1	1	1	1	1	1
Mathematics & Statistics	27	9	26	10	21	9	24	6
Mechanical Engineering	16	4	18	2	18	3	19	2
Mitchell Sustainability Solut	1	1	2	1	2		1	
Modern Languages & Classics	7	4	7	5	6	6	6	5
Molecular & Biomedical Science	12	2	12	2	11	3	10	3
Native American Programs	1	1	1	1	1	1	1	1
Natl Ctr Geographic Informa		1		1				
Natl Sci Forestry & Agric.	1		1		1		1	1
New Media	4	1		2		1		2
Philosophy	6	2	5	3	4	2	5	2
Physics & Astronomy	16	2	15	1	15	3	15	1
Political Science	6	5	5	5	4	5	4	6
Psychology	13	4	14	3	14	3	14	2
Rec Mgmnt & Business Admin			1					
Rising Tide Center	1		1					
Sch Ed Ldrs/Hghr Ed/Hum Dvlpmt	13		11	1	12	1	12	5
Sch Kines/Phys Ed/Athl Trng	8	1	8	1	7	1	8	3
School Learning and Teaching	24	1	23	1	22	1	21	3
School of Biology & Ecology	24	6	23	6	22	5	20	6
School of Business		4		2		3		2
School of Comp & Info Science	14	1	19	3	21	3	21	1
School of Earth and Climate Sc	10	2	10	1	9	1	10	3
School of Economics	10	4	11	4	10	5	14	2
School of Engineering Tech.	17	3	19	1	17	3	17	1
School of Food and Agriculture	24	4	24	2	23	2	23	3
School of Forest Resources	20	2	20	2	19	3	19	3
School of Marine Sciences	28	1	27	2	29	1	24	1
School of Nursing	12	29	13	35	13	34	15	32
School of Performing Arts	15	17	15	25	12	20	12	23
School of Policy/Intrntl Affrs		1		1		1		2
Sea Grant	1		1		1		1	
Social Work	8	9	7	7	8	7	8	6
Sociology	5	1	4	2	3	3	3	3
VP - Academic Affairs	1	1	1	1	1	1	1	2
VP - Research				1		1		
Wildlife Fish Cons Biology	6	3	6	2	6	2	6	3
Womens', Gender, and Sexuality		3	1	1		1		5
Regional Campus: University of Maine at Machias								
Environmental & Biological Sci	9	4	10	4	10	4	7	11
Arts and Letters Division	10	21	10	17	8	12	9	5
Rec Mgmnt & Business Admin	9	11	7	11	7	10	6	4
Total	609	389	613	363	580	335	583	337

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship				
(Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
Faculty	**Full-time**	**Part-time**	**Total**	**Headcount**
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	212	191	403	403
Male	291	113	404	404
Unknown	0	14	14	14
American Indian/Alaska Native	3	4	7	7
Asian	45	8	53	53
Black/African American	7	2	9	9
Hispanic/Latino	16	6	22	22
Multi	8	3	11	11
Native Hawaiian/Other Pacific	1		1	1
Not Specified	43	58	101	101
White	460	256	716	716
Academic Staff	**Full-time**	**Part-time**	**Total**	**Headcount**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	48	1	49	49
Male	29	1	30	30
Unknown			0	0
American Indian/Alaska Native	1		1	1
Hispanic/Latino	1		1	1
Multi	3		3	3
Not Specified	5		5	5
White	67	2	69	69
			0	0
			0	0
Please enter any explanatory notes in the box below				

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
	Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
?	**Number of Faculty by category**				
	Full-time	87	93	93	99
	Part-time				
	Adjunct	159	163	139	148
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	246	256	232	247
	Percentage of Courses taught by full-time faculty				
?	**Number of Faculty by rank, if applicable**				
	Professor	30	28	28	25
	Associate	22	20	20	23
	Assistant	19	27	28	31
	Instructor	16	18	17	20
	Other; specify below:				
	Total	87	93	93	99
?	**Number of Academic Staff by category**				
	Librarians	6	7	6	4
	Advisors	7	6	6	5
	Instructional Designers	8	4	5	5
	Other; specify below:				
	Total	21	17	17	14
	Please enter any explanatory notes in the box below				

Standard Six: University of Maine at Augusta

			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship						
(Highest Degrees, Fall Term)						
Highest Degree Earned: Doctorate						
Faculty	Professor		23	20	19	16
	Associate		12	13	13	14
	Assistant		15	21	21	24
	Instructor		1	3	2	2
	No rank					
	Other					
	Total		51	57	55	56
Academic Staff	Librarians			1	1	1
	Advisors		2	2	2	2
	Inst. Designers				1	1
Other; specify*						
Highest Degree Earned: Master's						
Faculty	Professor		7	8	9	9
	Associate		10	7	7	9
	Assistant		4	6	7	7
	Instructor		13	12	11	12
	No rank					
	Other					
	Total		34	33	34	37
Academic Staff	Librarians		2	1	1	1
	Advisors		3	3	2	2
	Inst. Designers		3	1		1
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor			2	3	5
	No rank					
	Other					
	Total		0	2	3	5
Academic Staff	Librarians		1			
	Advisors		1			1
	Inst. Designers		3	2	2	
Other; specify*						
Highest Degree Earned: Professional License						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					
	No rank					
	Other					
	Total		0	0	0	0
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						

* Please insert additional rows as needed

		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
Standard 6: Teaching, Learning, and Scholarship **(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**									
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor									
Associate									
Assistant		6		10		2		7	
Instructor		5		5		6		2	
No rank									
Other									
Total		11	0	15	0	8	0	9	0
? Number of Faculty in Tenured Positions									
Professor		30		28		28		25	
Associate		22		20		20		21	
Assistant				1					
Instructor									
No rank									
Other		3		3		3		3	
Total		55	0	52	0	51	0	49	0
? Number of Faculty Departing									
Professor									
Associate				1				1	
Assistant				2				2	
Instructor		1				1		1	
No rank									
Other									
Total		1	0	3	0	1	0	4	0
? Number of Faculty Retiring									
Professor		3		3		3		2	
Associate									
Assistant									
Instructor						2			
No rank									
Other									
Total		3	0	3	0	5	0	2	0
Fall Teaching Load, in credit hours									
Professor	Maximum	688.00	276.00	543.00	300.00	439.00	171.00	459.00	
	Median	199.00	129.00	199.00	174.00	175.50	139.50	150.00	
Associate	Maximum	1011.00	168.00	1050.00	162.00	1023.00	75.00	612.00	63.00
	Median	186.00	96.00	232.50	162.00	232.50	75.00	262.50	63.00
Assistant	Maximum	434.00	273.00	420.00	51.00	603.00		553.00	39.00
	Median	198.00	132.00	156.00	40.50	204.00		180.00	39.00
Instructor	Maximum	603.00	495.00	588.00	420.00	573.00	414.00	537.00	417.00
	Median	144.00	60.00	121.50	60.00	98.50	72.00	154.50	63.50
No rank	Maximum								
	Median								
Other	Maximum		267.00		324.00		327.00		228.00
	Median		36.00		55.50		22.50		45.00
Explanation of teaching load if not measured in credit hours									

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Architecture	3	5	3	5	4	2	3	4
Art	5	10	5	9	4	6	4	8
Aviation	1		1	1	1	1	1	3
Bus & Fin Svcs, Public Admin	8	7	8	6	8	6	7	6
Computer Information Systems	4	8	5	8	5	10	6	8
Dental Health	5	6	2	8	3	6	3	7
English / Humanities	15	29	6	4	8	2	10	2
Information & Library Services	2	9	15	33	15	27	15	26
Jazz & Contemporary Music	2	8	2	8	2	8	2	6
Justice Studies	2	9	2	12	2	7	3	11
Mathematics	6	13	6	12	4	11	5	10
Medical Lab Technology		1		1		2		1
Mental Health/Human Services	9	6	9	6	9	4	9	3
Natural Lab Science	8	17	9	14	9	14	10	10
Nursing	8	6	8	5	9	6	10	19
Provost's Office								1
Social Sciences	8	19	11	25	9	21	9	17
Vet Technology	1	6	1	6	1	6	2	6
Total	87	159	93	163	93	139	99	148
Please enter any explanatory notes in the box below								

Standard 6: Teaching, Learning, and Scholarship				
(Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
Faculty	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (FY 2023 - Fall 22)**
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	63	89	152	152
Male	36	57	93	93
Unknown		2	2	2
Asian	1	3	4	4
Not Specified	4	28	32	32
White	92	116	208	208
Hispanic/Latino	1	1	2	2
Multi	1		1	1
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	7		7	7
Male	2		2	2
White	9		9	9
			0	0
			0	0
			0	0
			0	0
Please enter any explanatory notes in the box below				
The goal figures are tentative as of 3/31/2022.				

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)					
?	**Number of Faculty by category**				
	Full-time	116	115	117	109
	Part-time	5	6	6	5
	Adjunct	56	65	57	68
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	177	186	180	182
	Percentage of Courses taught by full-time faculty				
		78.93%	77.48%	79.06%	76.40%
?	**Number of Faculty by rank, if applicable**				
	Professor	37	38	39	38
	Associate	38	34	39	41
	Assistant	32	33	32	24
	Instructor	14	15	12	10
	Other; specify below:				
	Total	121	120	122	113
?	**Number of Academic Staff by category**				
	Librarians	7	7	7	7
	Advisors	7	10	8	11
	Instructional Designers			1	1
	Other; specify below:				
	Total	14	17	16	19

Please enter any explanatory notes in the box below

			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)						
Highest Degree Earned: Doctorate						
Faculty		Professor	35	37	38	38
		Associate	35	31	36	38
		Assistant	27	28	21	16
		Instructor	2	2		
		No rank				
		Other		1	1	1
		Total	99	99	96	93
Academic Staff	Librarians					
	Advisors		1	1	1	1
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Master's						
Faculty		Professor	2	1	1	
		Associate	3	3	3	3
		Assistant	5	5	7	4
		Instructor	9	9	7	9
		No rank				
		Other				
		Total	19	18	18	16
Academic Staff	Librarians		4	4	4	4
	Advisors		5	6	5	5
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty		Professor				
		Associate				
		Assistant				
		Instructor	1			
		No rank				
		Other				
		Total	1	0	0	0
Academic Staff	Librarians		1	1	1	1
	Advisors		1	2	1	2
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Professional License						
Faculty		Professor				
		Associate				
		Assistant				
		Instructor				
		No rank				
		Other				
		Total	0	0	0	0
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)								
		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor		1	1	1		1			
Associate									
Assistant		6		6		9		3	
Instructor		1		3	2		1	1	
No rank									
Other				1					
Total		8	1	11	2	10	1	4	0
? Number of Faculty in Tenured Positions									
Professor		34	2	36	2	36	2	36	2
Associate		36	1	32	1	37	1	34	1
Assistant									
Instructor									
No rank									
Other		3		3		3		3	
Total		73	3	71	3	76	3	73	3
? Number of Faculty Departing									
Professor									
Associate		1		2					
Assistant		2		4		4		2	
Instructor				1				1	
No rank									
Other									
Total		3	0	7	0	4	0	3	0
? Number of Faculty Retiring									
Professor				1		1		2	
Associate		1						1	
Assistant				1				1	
Instructor								2	
No rank									
Other									
Total		1	0	2	0	1	0	6	0
Fall Teaching Load, in credit hours									
Professor	Maximum	340.00	216.00	364.00	176.00	370.00	208.00	352.00	104.00
	Median	204.00	88.00	162.00	70.00	192.00	100.00	176.00	64.00
Associate	Maximum	300.00	46.00	352.00	60.00	338.00		333.00	
	Median	143.00	46.00	180.00	54.00	154.00		172.00	
Assistant	Maximum	503.00	256.00	457.00	260.00	304.00	188.00	304.00	252.00
	Median	180.00	129.00	162.50	148.00	158.00	188.00	146.00	152.00
Instructor	Maximum	252.00	200.00	388.00	220.00	320.00	180.00	252.00	492.00
	Median	156.00	62.50	184.00	56.50	132.00	56.00	210.00	56.00
No rank	Maximum								
	Median								
Other	Maximum	184.00		140.00		112.00	60.00	162.00	40.00
	Median	56.00		66.00		54.00	45.00	60.00	40.00
Explanation of teaching load if not measured in credit hours									

Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)								
	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Asso Provost/Dean of Acad Svcs		1	1	1	1	1	1	
Assoc Provost/Dean of Educ		22	2	20		18		24
Community Hlth/Rehab Services	9	5	7	8	7	6	7	5
Elem/Erly Child/Erly Child Spl	16	5	16	10	17	8	17	9
Humanities	21	8	22	8	21	7	18	13
Learning Assistance Center	1	2		3		2		2
Mathematics & Computer Science	9	2	10	2	10	1	10	1
Natural Sciences	13	3	13	3	13	5	11	5
Psychology & Human Development	9	1	8	3	8	3	9	1
Secondary Ed/Special Ed	11	6	9	5	12	4	8	6
Soc Sci, Bus & Global Studies	18	3	19	4	19	4	19	2
The Arts	9	3	8	4	9	4	9	5
Total	116	61	115	71	117	63	109	73

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY2023)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	64	45	109	107
Male	45	25	70	69
Unknown		3	3	3
Asian	1	3	4	4
Hispanic/Latino	1	1	2	2
Multi	1		1	1
Not Specified	4	28	32	31
White	92	116	208	205

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (FY2023)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	14	1	15	15
Male	3	1	4	4
White	14		14	14
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)				
	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
? Number of Faculty by category				
Full-time	31	31	29	27
Part-time	1	1	1	1
Adjunct	53	56	56	52
Clinical				
Research				
Visiting				
Other; specify below:				
Total	85	88	86	80
Percentage of Courses taught by full-time faculty				
	57.40%	51.10%	60.60%	61.50%
? Number of Faculty by rank, if applicable				
Professor	9	8	7	7
Associate	11	8	6	4
Assistant	8	11	13	11
Instructor	4	4	4	6
Other; specify below:				
Total	32	31	30	28
? Number of Academic Staff by category				
Librarians	4	4	3	3
Advisors	3	2	3	6
Instructional Designers		1	1	1
Other; specify below:				
Total	7	7	7	10

Full-Time Faculty calculated as a percentage of credit hours delivered by instructors whose HR status is listed as Regular (not Temporary, excluding PATFA: Maine Part-Time Faculty Association). Early College courses in high schools excluded.

Standard Six: University of Maine at Fort Kent

			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)						
Highest Degree Earned: Doctorate						
Faculty	Professor		7	7	6	6
	Associate		7	5	4	3
	Assistant		2	2	1	2
	Instructor					1
	No rank					
	Other					
	Total		16	14	11	12
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Master's						
Faculty	Professor		2	1	1	1
	Associate		3	2	1	
	Assistant		4	5	5	3
	Instructor		3	3	3	3
	No rank					
	Other					
	Total		12	11	10	7
Academic Staff	Librarians		2	2	1	1
	Advisors		2	1	1	2
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty	Professor					
	Associate		1	1	1	1
	Assistant		1	3	4	3
	Instructor		1	1	1	2
	No rank					
	Other					
	Total		3	5	6	6
Academic Staff	Librarians		1	1	1	1
	Advisors		1	1	2	4
	Inst. Designers					
Other; specify*						
Highest Degree Earned: Professional License						
Faculty	Professor					
	Associate					
	Assistant					
	Instructor					
	No rank					
	Other					
	Total		0	0	0	0
Academic Staff	Librarians					
	Advisors					
	Inst. Designers					
Other; specify*						
* Please insert additional rows as needed						

		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
Standard 6: Teaching, Learning, and Scholarship **(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor									
Associate		1							
Assistant		3		2		6		1	
Instructor								2	
No rank									
Other									
Total		4	0	2	0	6	0	3	0
? Number of Faculty in Tenured Positions									
Professor		10		8		7		7	
Associate		9		7		5		3	
Assistant									
Instructor									
No rank									
Other				1		1		1	
Total		19	0	16	0	13	0	11	0
? Number of Faculty Departing									
Professor									
Associate						1			
Assistant									
Instructor								1	
No rank									
Other									
Total		0	0	0	0	1	0	1	0
? Number of Faculty Retiring									
Professor		2		2		2		2	
Associate				1					
Assistant				1					
Instructor									
No rank									
Other									
Total		2	0	4	0	2	0	2	0
		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
Fall Teaching Load, in credit hours									
Professor	Maximum	450.00		387.00		457.00		642.00	
	Median	231.00		250.00		260.00		219.00	
Associate	Maximum	691.00	210.00	547.00	249.00	454.00	207.00	586.00	213.00
	Median	422.00	210.00	471.00	249.00	408.00	207.00	398.05	213.00
Assistant	Maximum	398.00		411.00		644.00		459.00	
	Median	267.00		156.00		177.00		152.00	
Instructor	Maximum	675.00		631.00		595.00		485.00	
	Median	336.00		338.00		478.00		415.00	
No rank	Maximum	84.00		79.00		77.00		67.00	
	Median	84.00		79.00		77.00		67.00	
Other	Maximum	139.00	72.00	146.00	66.00	158.00	124.00	69.00	
	Median	63.00	72.00	61.50	57.00	70.00	64.00	35.00	

Explanation of teaching load if not measured in credit hours

Assoiate Part-Time (non-tenured) and No Rank Full-Time, and Other Part-Time (2019) are each based on one individual, hence no difference bewteeen max and median in the term reported.

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2)		2 Years Prior (FY 2)		1 Year Prior (FY 2)		Current Year (FY 2)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Professional Studies	7	5	6	6	5	7	6	5
Arts and Humanities	8	13	8	11	8	3	10	26
Natural & Behavioral Sciences	9	2	9	38	10	27	6	2
Nursing	7	34	8	2	6	9	5	9
Vice Pres Academic Affairs						11		11
Total	31	54	31	57	29	57	27	53

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship				
(Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
Faculty	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	14	38	52	52
Male	13	15	28	28
Asian	1		1	1
Black/African American	1		1	1
Franco American	1		1	1
Not Specified	1	5	6	6
White	23	48	71	71
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as ne				
Female	7		7	7
Male	2		2	2
Asian			0	0
Black/African American	1		1	1
Franco American			0	0
Not Specified			0	0
White	8		8	8
Please enter any explanatory notes in the box below				
Per current Affirmative Action Plan, no goals are identified in these categories.				

		3 Years Prior (FY 2019, Fall '18)	2 Years Prior (FY 2020, Fall '19)	1 Year Prior (FY 2021, Fall '20)	Current Year (FY 2022, Fall '21)
Standard 6: Teaching, Learning, and Scholarship (Faculty by Category and Rank; Academic Staff by Category, Fall Term)					

? Number of Faculty by category

	3 Years Prior (FY 2019, Fall '18)	2 Years Prior (FY 2020, Fall '19)	1 Year Prior (FY 2021, Fall '20)	Current Year (FY 2022, Fall '21)
Full-time	39	38	38	38
Part-time	1	1		
Adjunct	45	40	40	45
Clinical				
Research				
Visiting				
Other; specify below:				
Total	85	79	78	83

Percentage of Courses taught by full-time faculty

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
	61.20%	62.80%	60.30%	56.10%

? Number of Faculty by rank, if applicable

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Professor	10	12	12	13
Associate	12	11	14	13
Assistant	12	11	7	8
Instructor	4	3	3	2
Other; specify below:				
Total	38	37	36	36

? Number of Academic Staff by category

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year
Librarians	2	3	2	1
Advisors	11	11	11	8
Instructional Designers				
Other; specify below:				
Total	13	14	13	9

Please enter any explanatory notes in the box below

Full-Time Faculty calculated as a percentage of credit hours delivered by instructors whose HR status is listed as Regular (not Temporary, excluding PATFA: Maine Part-Time Faculty Association). Early College courses taught by high school faculty and delivered at the high schools are excluded.

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Highest Degree Earned: Doctorate						
Faculty		Professor	9	10	10	11
		Associate	6	5	7	5
		Assistant	3	4	2	3
		Instructor				
		No rank				
		Other	1	1	1	
		Total	19	20	20	19
Academic Staff		Librarians				
		Advisors				
		Inst. Designers				
Other; specify*						
Highest Degree Earned: Master's						
Faculty		Professor	1	2	2	2
		Associate	6	5	5	6
		Assistant	8	6	5	5
		Instructor	4	3	3	2
		No rank				
		Other	1	1	1	1
		Total	20	17	16	16
Academic Staff		Librarians	5	1	1	
		Advisors	1	5	5	4
		Inst. Designers				
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty		Professor				
		Associate				
		Assistant				
		Instructor			2	
		No rank				
		Other				
		Total	0	0	2	0
Academic Staff		Librarians				
		Advisors	4	4	4	2
		Inst. Designers				
Other; specify*						
Highest Degree Earned: Professional License						
Faculty		Professor				
		Associate				
		Assistant				
		Instructor				
		No rank				
		Other				
		Total	0	0	0	0
Academic Staff		Librarians				
		Advisors				
		Inst. Designers				
Other; specify*						

* Please insert additional rows as needed

Standard Six: University of Maine at Presque Isle

		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor									
Associate				3		1			
Assistant		4		2				1	
Instructor		1							
No rank									
Other									
Total		5	0	5	0	1	0	1	0
? Number of Faculty in Tenured Positions									
Professor		10		12		13	1	13	1
Associate		11		10		12		12	
Assistant		1							
Instructor									
No rank									
Other		3		3		3		3	
Total		25	0	25	0	28	1	28	1
? Number of Faculty Departing									
Professor									
Associate				1					
Assistant		2				1			
Instructor									
No rank									
Other									
Total		2	0	1	0	1	0	0	0
? Number of Faculty Retiring									
Professor									
Associate									
Assistant		1							
Instructor									
No rank									
Other									
Total		1	0	0	0	0	0	0	0

Fall Teaching Load, in credit hours

		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
		FT	PT	FT	PT	FT	PT	FT	PT
Professor	Maximum	279.00	0.00	285.00	0.00	366.00	0.00	516.00	0.00
	Median	163.00	0.00	141.00	0.00	160.00	0.00	206.00	0.00
Associate	Maximum	284.00	0.00	207.00	0.00	243.00	0.00	252.00	0.00
	Median	145.00	0.00	117.00	0.00	130.00	0.00	135.00	0.00
Assistant	Maximum	438.00	174.00	434.00	168.00	681.00	138.00	696.00	216.00
	Median	163.00	174.00	180.00	168.00	195.00	138.00	190.00	142.00
Instructor	Maximum	138.00	0.00	207.00	0.00	258.00	0.00	253.00	0.00
	Median	108.00	0.00	165.00	0.00	192.00	0.00	174.00	0.00
No rank	Maximum	0.00	0.00	36.00	0.00	0.00	0.00	0.00	0.00
	Median	0.00	0.00	36.00	0.00	0.00	0.00	0.00	0.00
Other	Maximum	80.00	348.00	108.00	401.00	114.00	330.00	201.00	498.00
	Median	48.00	79.00	54.00	96.00	53.00	109.00	65.00	103.00

Explanation of teaching load if not measured in credit hours

	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
Standard 6: Teaching, Learning, and Scholarship (Number of Faculty by Department or Comparable Unit, Fall Term)								
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
? Athletic Training/Exercise Sci		1	4	1	4		4	
Business	11	13	5	7	5	9	6	11
Education	7	7	1		3	4	3	7
Health Administration	5	8	3	5	1		1	
Humanities	4	5	5	8	4	7	4	9
Library								1
Psychology	6	10	6	8	6	9	5	8
PTA (Physical Therapy Asst)	4	2	2		2		2	
Sciences & Mathematics	2		12	12	13	11	13	9
Total	39	46	38	41	38	40	38	45

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	16	22	38	40
Male	22	22	44	46
Unknown			0	
Asian	3	1	4	5
Black/African American		1	1	2
Hispanic/Latino	1	1	2	3
Multi			0	
Not Specified	1	5	6	6
White	33	37	70	70

Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
? Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	6	1	7	9
Male	2		2	4
Unknown			0	
Asian			0	1
Black/African American			0	1
Hispanic/Latino	1		1	2
Multi			0	
Not Specified			0	
White	7	1	8	8
Please enter any explanatory notes in the box below				

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Standard 6: Teaching, Learning, and Scholarship					
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)					
?	**Number of Faculty by category**				
	Full-time	282	290	288	285
	Part-time	6	4	5	5
	Adjunct	653	682	678	647
	Clinical				
	Research				
	Visiting				
	Other; specify below:				
	Total	941	976	971	937
	Percentage of Courses taught by full-time faculty				
?	**Number of Faculty by rank, if applicable**				
	Professor	74	70	70	67
	Associate	75	70	67	67
	Assistant	64	75	93	93
	Instructor	74	77	60	60
	Other; specify below:	1	2	3	3
	Total	288	294	293	290
?	**Number of Academic Staff by category**				
	Librarians	22	38	20	18
	Advisors	30	39	29	22
	Instructional Designers	4	4	4	4
	Other; specify below:				
	Total	56	81	53	44
	Please enter any explanatory notes in the box below				

Standard Six: University of Maine at Southern Maine

			3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
Highest Degree Earned: Doctorate						
Faculty		Professor	69	67	67	65
		Associate	67	65	66	64
		Assistant	49	55	76	78
		Instructor	30	30	24	25
		No rank				
		Other	1	1	3	3
		Total	216	218	236	235
Academic Staff	Librarians				3	2
		Advisors	2	3	3	1
		Inst. Designers	1	1	1	2
Other; specify*						
Highest Degree Earned: Master's						
Faculty		Professor	4	3	3	2
		Associate	4	2	1	2
		Assistant	6	10	10	9
		Instructor	28	32	29	27
		No rank				
		Other				
		Total	42	47	43	40
Academic Staff	Librarians		7	6	7	6
		Advisors	15	15	16	9
		Inst. Designers	2	2	1	2
Other; specify*						
Highest Degree Earned: Bachelor's						
Faculty		Professor				
		Associate				
		Assistant			1	1
		Instructor	2	2	4	5
		No rank				
		Other				
		Total	2	2	5	6
Academic Staff	Librarians		6	6	12	3
		Advisors	9	7	9	7
		Inst. Designers				
Other; specify*						
Highest Degree Earned: Professional License						
Faculty		Professor				
		Associate				
		Assistant				
		Instructor				
		No rank				
		Other				
		Total	0	0	0	0
Academic Staff	Librarians					
		Advisors				
		Inst. Designers				
Other; specify*						

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)

* Please insert additional rows as needed

		Standard 6: Teaching, Learning, and Scholarship							
		(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)							
		3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
		FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed									
Professor						2		1	
Associate		1		1		1		2	
Assistant		6		24		25		27	
Instructor		5		3		15	1	30	1
No rank									
Other						1		2	
Total		12	0	28	0	44	1	62	1
? Number of Faculty in Tenured Positions									
Professor		72		70		69		67	
Associate		68		62		60		59	
Assistant		1		2		1		1	
Instructor									
No rank									
Other		5		5		5		4	
Total		146	0	139	0	135	0	131	0
? Number of Faculty Departing									
Professor						1	1	1	
Associate						1		2	
Assistant		4		6		7		3	
Instructor		1		2		3		3	
No rank									
Other									
Total		5	0	8	0	12	1	9	0
? Number of Faculty Retiring									
Professor		4		2		5		6	
Associate		5		3		3		3	
Assistant									
Instructor		2		3		1		1	
No rank									
Other									
Total		11	0	8	0	9	0	10	0
Fall Teaching Load, in credit hours									
Professor	Maximum	20.00	12.00	26.00	12.00	24.00	9.00	21.00	9.00
	Median	9.00	6.00	9.50	6.00	9.25	6.00	9.00	3.00
Associate	Maximum	27.00	15.50	22.00	18.00	24.00	18.00	21.00	30.00
	Median	9.00	3.25	9.00	3.00	9.00	4.00	9.00	6.00
Assistant	Maximum	21.00	15.00	21.00	9.00	18.00	15.00	24.00	9.00
	Median	9.00	5.00	9.00	3.00	9.00	4.50	9.00	6.00
Instructor	Maximum	24.00	36.00	25.00	36.00	21.00	27.00	26.00	27.00
	Median	11.50	3.25	12.00	4.00	10.25	4.00	10.00	4.00
No rank	Maximum	12.00	9.00	12.00	9.00	12.00	12.00	12.00	6.00
	Median	3.00	3.00	3.00	4.00	3.00	4.50	3.00	3.00
Other	Maximum	12.00	5.00	15.00	6.00	15.00	6.00	9.00	6.00
	Median	3.00	2.50	3.00	1.50	3.00	2.00	3.00	3.00
Explanation of teaching load if not measured in credit hours									
Other credit hour totals reflect variable credit course by semester regardless of instructor type.									

Standard Six: University of Maine at Southern Maine

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Current Year (FY 2022)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Accounting & Finance	10	8	8	6	10	5	10	4
Adult & Higher Education	2	3	2	3	2	6	1	3
Advising		1						
Art	7	19	7	24	8	19	7	18
Athletics	9		8		8		8	
Biological Science	10	10	10	12	10	10	10	8
Business Administration	13	23	13	16	15	16	13	9
Catherine E. Cutler Institute	5		5		5		4	
Chemistry	7	6	7	6	7	5	6	6
Communication & Media Studies	7	10	7	9	7	8	7	6
Computer Science	4	5	4	6	5	6	5	4
Counselor Education	7	10	7	9	6	11	6	11
Criminology	3	3	3	3	3	3	3	3
Dean -Arts Humanities Socl Sci				2		2		1
Dean Science Technology Health		1		1				
Dean's Office - LA	1							
Economics	7	2	6	1	7	5	7	5
Educ Psych & Exceptionality	3	4	3	5	4	5	4	6
Education Leadership	3	9	4	8	3	12	4	9
Educator Preparation		14		51		57		86
Engineering	7	9	6	11	8	11	8	8
English	13	18	12	22	12	21	11	24
English Second Language		8		8		5		4
Environmental Science & Policy	5	6	5	5	6	6	6	5
Exercise, Health, Sport Scien	7	4	7	2	8	1	9	2
Extended Academic Programs		2		1		1		1
External Programs		1		3		1		1
Geography & Anthropology	8	4	8	5	8	6	8	5
History	6	3	8	3	8	2	8	1
Honors Program	1	3	2	3	2	5	1	6
Human Resource Development		3		2		1		1
LAC Academic Programs	21	65	21	57	21	41	20	39
Linguistics	5	29	5	26	5	28	5	32
Literacy Language & Culture	4	14	4	19	5	19	5	14
Mathematics	12	17	12	18	11	19	10	14
MFA Creative Writing		21		30		28		23
Music	9	40	10	35	9	37	10	35
Muskie School Faculty	6	11	7	9	7	10	7	7
PCE Academic Program	1	41	1	34		29		23
PCE Professional Development						1		
Philosophy	6	4	5	5	5	6	5	4
Physics	4	7	4	6	4	6	4	8
Political Science	5	2	6	2	6	2	6	2
Professional Development Ctr		14		14		13		13
Professional Education		1	1					
Provosts Office	1	5		4		4		4
Psychology	6	5	7	7	6	6	7	5
Recreation & Leisure Studies	2	14	2	15	2	15	2	13
School of Nursing	22	112	25	113	22	113	24	116
Social Work	12	16	12	13	11	14	11	10
Sociology	6	5	6	5	5	5	5	3
Special Education	2	6	4	6	2	8	2	8
Teacher Education	5	13	6	15	6	17	7	14
Technology	2	11	3	8	3	9	3	7
Theatre	3	12	4	10	4	14	4	13
Tourism and Hospitality	2	3	2	6	1	7	1	6
Women's Studies	1	2	1	2	1	2	1	2
Total	282	659	290	686	288	683	285	652

Please enter any explanatory notes in the box below				

Standard 6: Teaching, Learning, and Scholarship				
(Faculty and Academic Staff Diversity)				
For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.				
Faculty	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? **Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed**				
Female	142	407	549	
Male	128	195	323	
Unknown	1	24	25	
American Indian/Alaska Native	1	1		
Asian	15	11		
Black/African American	8	8		
Hispanic/Latino	11	11		
Multi	3	4	7	
Native Hawaiian/Other Pacific	1		1	
Not Specified	13	191	204	
White	233	426	659	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
? **Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed**				
Female	28		28	
Male	15	1	16	
Asian	1		1	
Black/African American	2		2	
Hispanic/Latino	1		1	
Not Specified	1		1	
White	38	1	39	
Please enter any explanatory notes in the box below				

UMS continues to be well-positioned to comply with this Standard. System-wide groups representing each of the Standard Seven components are in place and have made progress toward shared systems and goals. For financial resources, the period under evaluation has presented extraordinary challenges due to COVID-19; however, work has moved forward on our near-term and long-term financial planning. Centralized IT continues to evolve with integrated governance and planning.

While changing pedagogies and technologies present ongoing challenges, the effective shift to remote learning System-wide in March 2020 and the implementation of a new learning management system in fall 2022 were major achievements. In addition, UMS libraries have finalized a strategic plan, and UMS is engaged in facilities planning and investment with a significantly increased major capital load. Maximizing these institutional resources will continue to benefit UMS and its universities.

Description

Human Resources: overview
The University of Maine System (UMS) Office of Human Resources (OHR) provides leadership in collaboration with each UMS university to meet the changing human resource needs of faculty, staff, and students and ensures that UMS offers educational opportunities that transform students' lives and research and outreach contributing to the people and state of Maine. Fair and respectful treatment of employees and compliance with employment laws are among OHR's core values.

As of October 2021, UMS had 4,721 FTE employees, including by headcount 1,238 regular faculty, 846 adjunct faculty, 2,006 salaried staff, 1,204 hourly staff, and 97 administrators. UMS employs a centralized human resources and labor relations function (54 FTE) under the direction of a Chief Human Resources Officer (CHRO) reporting to the Vice Chancellor for Strategic Initiatives and Chief Legal Officer (VCSI). Centralized services include benefits and payroll administration, HRIS, compensation, equal opportunity, ADA compliance, labor relations, talent acquisition, and learning and organizational development. Common policies, practices, and procedures apply across UMS.

Each UMS university is assigned a Human Resources Partner (HRP) with dual reporting lines to the CHRO and the university President. Collective bargaining is conducted for six bargaining units at the UMS level with participation from each university, and all collective bargaining contracts apply across UMS. HR also supports student employees with set-up in the HR system and payroll.

In fall 2021, a monthly CHRO newsletter was developed to reach employees System-wide, providing important information and connecting employees to OHR. Each newsletter features a different monthly theme and announcements and reminders about upcoming events, deadlines, and opportunities. The newsletter supplements local HR communications across UMS.

Human Resources: strategic initiatives
OHR has launched a live (virtual) System-wide new-hire orientation for navigating the basic employee landscape and reviewing employee benefits, as well as monthly virtual meet-and-greet sessions with UMS staff to welcome and support new hires. This orientation was developed with the goal of ensuring that all new hires experience multiple human interactions throughout the onboarding process despite geographic and COVID-related challenges. The virtual orientation is provided in addition to orientation efforts made locally at each university.

OHR has also developed an HR lecture series to offer programming on topics such as navigating the pandemic, managing stress, mental health support and awareness, and mindfulness techniques.

In addition, OHR has begun a comprehensive review of UMS Human Resources policies and procedures, including the Employee Handbook. Upon completing the review, OHR will make any necessary revisions to its policies and procedures to ensure they align fully with UMS goals and values.

OHR is working to create new positions within Human Resources that will help in achieving UMS' strategic goals. Recently, OHR has focused on filling critical roles such as the Director of Labor Relations, Vice President of Total Rewards, Equal Opportunity Investigator, and Internal Communications Director. These positions will be instrumental in helping to carry out System goals and initiatives.

Human Resources is working cross-functionally with key stakeholders to implement a new payroll system that will help employees who struggle with the current monthly payroll schedule. The new system has the potential to improve the payroll process overall, and the cost savings it realizes will be used to support other initiatives.

OHR co-leads DEI efforts across the state by building on a framework developed by the Chancellor, Presidents, university DEI councils, and OHR's Learning and Organizational Development staff following the Chancellor's June 2020 Imperative for Change directive. UMS recently deployed the HEDS DEI Climate Survey System-wide and will use the resulting data to tailor DEI efforts and programs moving forward.

Financial structure, operations, and resources
The UMS Charter (P&SL 1985, chapter 532 as amended, Section 4-B.1.; Bylaws of the Board of Trustees Section 1.3) states that the Board of Trustees is the UMS governing and planning body, and charges it with responsibility for preparing and approving the operating and capital budgets. The Board is responsible for providing sound financial management, exercising prudent stewardship of UMS assets, and planning strategies for programs and allocation of resources that most effectively serve the educational needs of the citizens of Maine.

The Charter (Section 4-A, 4-B2) also states that the Board will appoint a Chancellor as chief administrative and education officer. Among other duties, the Chancellor promotes planning for financial operations, capital plans and resource allocations; prepares all operating and capital budgets, appropriation requests, and bond issues; and provides centralized management oversight of services.

Section 2 of the Charter states that the Board will appoint a Treasurer to receive and have custody of all monies received for UMS, make all expenditures upon authentication, exercise revenue bonding authority with the approval of the Board, and prepare the annual UMS financial report. Board Policy 207 rests all signatory authority to draw funds and to sign contracts, grant applications, research proposals, purchase orders, and similar instruments with the Treasurer.

In current practice, the Vice Chancellor for Finance and Administration (VCFA) also serves as the appointed Treasurer of the Board and exercises the powers reserved to the Treasurer under Maine law. In addition, the VCFA fulfills the other financial and administrative duties assigned by the Board and delegated to that position by the Chancellor.

The VCFA is the UMS chief financial officer. Pursuant to a directive of the Board in November 2013, the VCFA developed a unified financial structure for UMS, including centralized services for budget, financial analysis, finance/controller, and student accounts. The Chief Business Officer (CBO) of each UMS university has a dual reporting line to the VCFA and the university President.

All Board and administrative fiscal policies are promulgated on the UMS website and kept current. A UMS administrative policy on the Use of University Funds was adopted in 2013 to ensure that all funds are expended for business purposes that support and advance the UMS mission.

A new Board policy on the development and management of operating and capital budgets was adopted in 2014 to provide an engaged and iterative process for building the UMS budget that ensures the fiduciary responsibilities of multiple stakeholders (Board, Chancellor, VCFA, and university Presidents) are met, and that the Chancellor and Presidents have the opportunity to engage campus and community constituencies in the process. Additionally, the new policy provides central controls and approval requirements to manage the budget.

UMS applies best practices to monitor and report on its financial health to the Board and the public, including multi-year financial analyses to project five-year revenues and expenditures; current fiscal year (FY) forecasting to project year-end results at intervals during the fiscal year; and financial ratio analyses to monitor the financial health of each university and UMS over time.
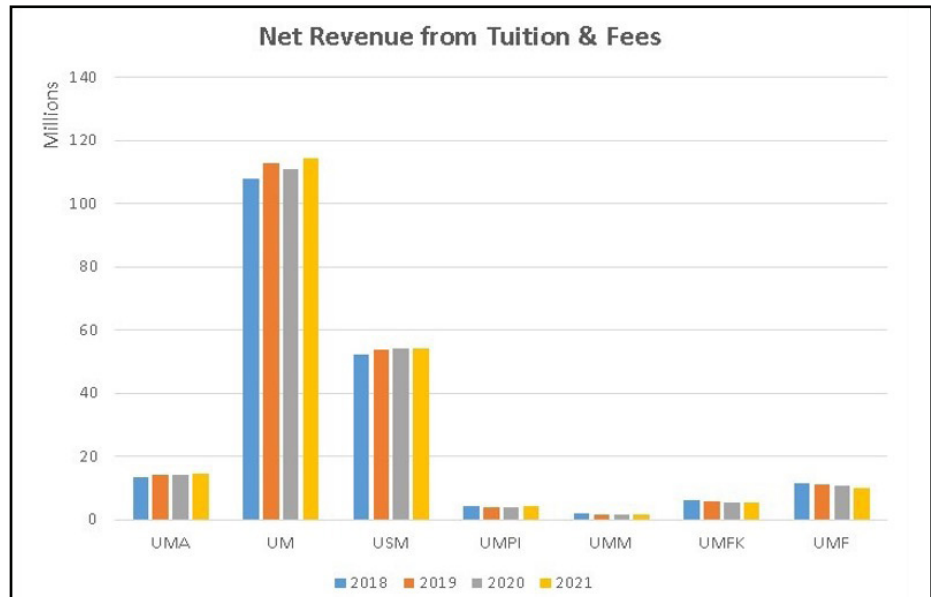
Figure 10: Net revenues from tuition and fees

UMS maintains a Budget Stabilization Fund to supplement revenues and stabilize the budget during enrollment declines and economic downturns, and a Strategic Investment Fund for critical non-recurring investments (currently $2.5 million annually). The System also maintains a Benefit Pool carryover reserve of $19.5 million to smooth the financial impact of adverse claim trends in its self-insured health plan. In addition, UMS is in its third year of implementing an appropriation allocation funding model that links the allocation of
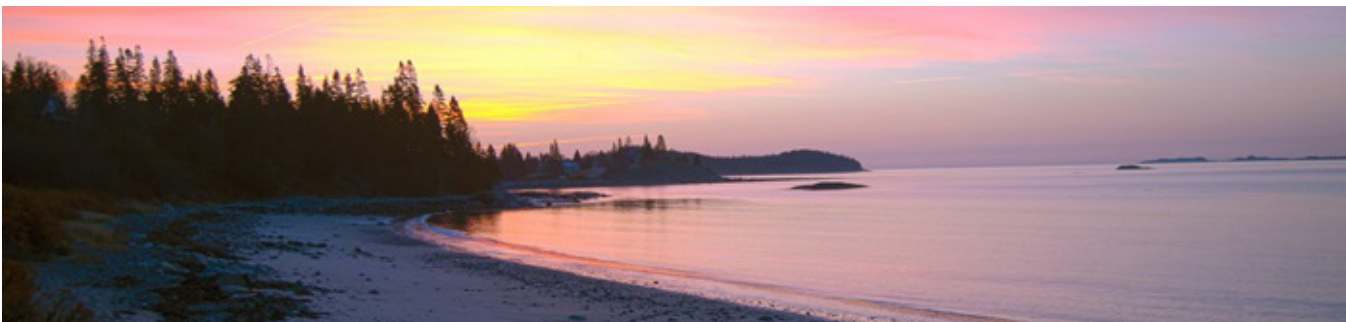
new state appropriation to the funding levels of its universities' peers.

UMS's finances are regularly reviewed by three standing committees of the Board: the Finance, Facilities and Technology Committee (FFT) has general responsibility for financial oversight; the Investment Committee is responsible for the conservation and prudent management of the managed investment pool, including the endowment, the defined benefit pension fund, and the operating cash fund; and the Audit Committee monitors the adequacy and integrity of UMS's internal controls, financial reporting, compliance with legal and regulatory requirements, risk assessment, and ethics reporting. Each committee reports regularly to the full Board for approval of key decisions. UMS finances are subject to annual independent financial statement audits and to the Uniform Guidance audit of federal funds.

Despite ongoing economic and demographic challenges, UMS has been able to set aside resources for strategic investments and unforeseen events. As a result, the collective financial condition is relatively stable. In each of the past five fiscal years, UMS's net position has increased from the net of revenues over expenses.

Like all other public higher education institutions, UMS has adopted Governmental Accounting Standards Board (GASB) Statement No. 75 (Accounting and Financial Reporting for Post-employment Benefits Other Than Pensions). UMS adopted the statement in FY17, reducing its beginning-of-year net position by a one-time amount of $102 million as it recorded the full liability for its post-employment health plan. Since that time, net position has decreased 3% or ($34) million, to a total of $832 million as of June 30, 2020.

Operating revenues have increased by 3.2% from $436 million in FY16 to $450 million in FY20. Net student tuition and fee revenues are the primary source of operating revenues and have grown 18.2% from $270 million in FY16 to $319 million in FY20 despite fall 2020 full-time equivalent enrollment of 21,618 being relatively flat compared with fall 2015 full-time equivalent enrollment of 21,629. In FY18, UMS increased tuition for in-state undergraduate students for the first time since FY12.

Continuing with its commitment to affordable educational opportunities, UMS held the in-state undergraduate tuition increase at that time to an average of 3.3% and the overall average comprehensive costs of education for this same category of students to an increase of 2.7%. The FY20 in-state undergraduate tuition increased by an average of 2.7% where the overall average comprehensive cost of education for this same category of students increased 2.8%.

UMS has a comprehensive enrollment management plan that is updated annually. Enrollment is supported by financial aid funded by each of the universities, including tuition waivers, scholarships, Supplemental Educational Opportunity Grant (SEOG) match, work-study match, university loans, and Perkins/Nursing match.

Net non-operating revenues increased by 19.3% from $222 million in FY16 to $265 million in FY20. Non-capital state appropriation has increased by 9% from $201 million in FY16 to $219 million in FY20. Gifts currently expendable have been relatively flat over the past five years and totaled $19.4 million in FY20. Endowment return used for operations has been consistent at $6 million per year for the past five years.

Investment income has fluctuated with changes in the investment market. Such revenue totaled $9 million in FY20, and averaged $9.3 million for the past three years and $8.2 million over the past five years. UMS engages a consultant to provide guidance on its investments and has in place written investment guidelines and objectives approved by the Investment Committee of the Board.

UMS operating expenses increased by 8.4%, from $660 million in FY16 to $716 million in FY20. The combined total operating expenses for instruction, academic support, and student services was $318 million for FY20, representing 44% of total operating expenses. This percentage has been relatively consistent over the past five years. In keeping with GASB, UMS is committed to including depreciation costs in its capital and operating budgets so it can address ongoing facility renewal and replacement and its backlog of repair and modernization needs.

Ten affiliated fundraising organizations (e.g. foundations, alumni associations) provide support to UMS missions and initiatives. University foundations provided an annual average of $13.1 million in gifts to UMS over the past five years. Total endowment market values for all affiliated fundraising organizations totaled $392 million at the end of FY21, up 56 percent from the FY17 total of $252 million.

UMS has developed a long-range financial planning process—the Multi-Year Financial Analysis (MYFA)—that evaluates the fiscal impact of key budget drivers such as enrollment, faculty and staff compensation, investments in physical plant, and state appropriation invested in UMS. The MYFA is supported by a comprehensive financial modeling tool for multi-scenario, all funds revenue, and expense forecasting, including demographic, program, and facilities analysis. The MYFA is reviewed with the Board annually as part of the budget review process to inform and guide decision-making and resource allocation.
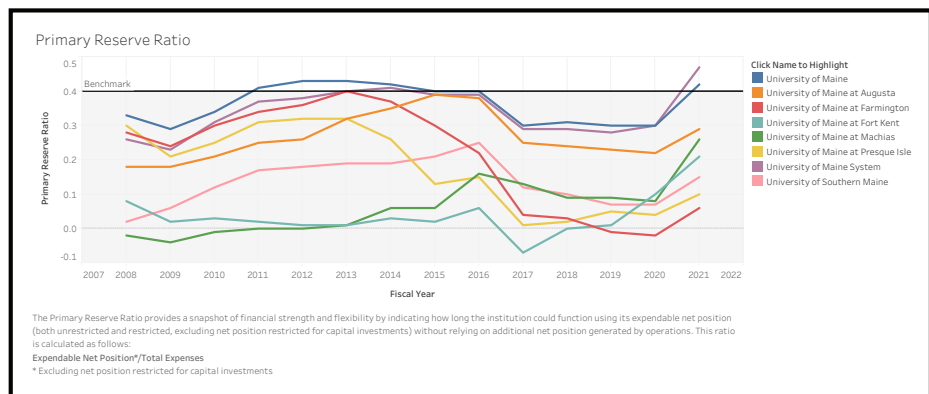
Figure 11: Primary reserve ratio

Facilities

UMS has developed a central capital planning and project management function, centralized risk management, strategic procurement, safety management, and a unified work control center. These operations are led by a Chief Facilities and General Services Officer reporting to the VCFA. UMS universities manage day-to-day operations of facilities and grounds; their respective facilities directors report to the university Chief Business Officers (CBOs).

UMS owns and operates a physical infrastructure of about 8.7 million square feet of space (a reduction of about 3% since approximately 2012), hundreds of buildings, and thousands of acres of land at its universities and Law School and at numerous additional physical locations, including farms, forests, marine and aquaculture research facilities, and off-campus instructional locations.

Libraries

Fulfilling a goal identified in the June 2020 UMS substantive change request to the Commission, the University of Maine System Libraries (UMSL) group completed a strategic plan in 2021.

UMS libraries' shared collections support students, faculty, staff, and researchers, including

all resources acquired in print, e-journals, e-books, databases, various media, and special collections. Through these resources, the libraries support curricula, programs, and research at their respective universities through owned or accessible collections, interlibrary lending, and course reserves.

Available resources include discovery and content management tools, focused Lib Guides web pages for subject areas, programs and classes, and local web pages and other tools created or mediated by UMS librarians. Other resources include:
- Maine InfoNet: a statewide collaborative of academic, public, school, and special libraries
- URSUS: the UMS libraries, Bangor Public Library, Maine State Library, and Maine State Law and Legislative Library
- Larger Libraries Group: UM, USM, Bowdoin, Bates, Colby, Bangor Public Library, Maine State Library, Portland Public Library, and the University of New England
- Maine Shared Libraries Cooperative: a collaborative of 40+ academic and public libraries in Maine who have collectively agreed to retain more than 1.5 million print books for a minimum of 15 years.

Information technology
UMS employs a centralized information technology (US:IT) function to meet the expectations and purposes of its students, faculty, and staff. These operations are led by the Chief Information Officer (CIO), who reports to the VCFA. US:IT delivers technology infrastructure, solutions, and services to the universities and other UMS units. The team was unified in 2013, streamlining governance, assets, and delivery systems, while maintaining direct response capability at each university. The resources assigned to UMS universities operate under a common set of standards and principles to achieve System outcomes.

UMS operates a singular wide-area network, providing a single high-speed network to connect all locations, students, faculties, and support. Online and hybrid services are supported by IT and by instructional design staff at all locations.

Regular investments are made to maintain technical capacity at each UMS physical location. Specific emphasis is placed on learning technologies, including video, smart board, wireless capacity, and other infrastructure to support and enhance learning.

UMS's IT capital investment plan demonstrates recent and future planned expenditures. The Education Technology Advisory Committee (ETAC) is a group consisting of faculty, instructional design professionals, and IT staff who identify emerging instructional technologies, evaluate new products and services, and provide investment and service-design advice.

A Chief Information Security Officer (CISO) reports to the CIO. The CISO oversees systems integrity and privacy of data and is the UMS HIPAA designee managing unified policy, actions, and security incidents. Training of all staff and proactive audits and log management fall in the CISO's area of responsibility. A revitalization of the US:IT governance board will continue oversight by faculty, academic leadership, and administrative management.

University learning and collaborative spaces are designed to be inviting and highly functional for students and other users. Environments have been upgraded to support bring-your-own-device strategies and mobility. UMS operates a regional optical network at all its universities to provide the necessary bandwidth and capacity to support research and advanced needs.

UMS completed its first Information Technology Strategic Plan in 2018, identifying strengths and gaps in information resources, services, and capacity across UMS. This analysis is updated annually.

Appraisal

Human Resources
With its new CHRO in place as of October 2021, OHR is conducting a complete review to identify opportunities and build upon strengths, including consideration of its matrix structure, labor relations staffing, support, and coordination, technology investments, and administration of the Great Colleges to Work For survey.

Increasing access to library resources across UMS
Students enrolled in courses at multiple UMS universities have ready access to shared resources. Faculty, staff, and researchers do not, as individual library budgets will not allow for vendor licensing for the full array of potential resources. (Vendor licensing costs are typically based on a tiered range of FTE students.)

A plan and process are needed to ensure that all university constituencies have equitable access to library resources across UMS. Relatedly, continued research into a shared acquisitions model with a single budget is imperative. This approach would promote ease in resource-sharing and ensure access across UMS.

A library resources task force formed in 2017 recommended that UMS take one of two approaches to library resource equity: 1) provide all UMS libraries digital resources to faculty, staff, and researchers at all seven universities and the Law School; or 2) provide several of the most commonly needed resources. The mechanism for funding 1) or 2) suggested at the time is the establishment of a per-credit library fee.

Facilities and infrastructure
Several facilities require communications and infrastructure upgrades, and keeping pace with evolving pedagogy and technologies is challenging. For this reason, integrated governance and planning for US:IT, including significant collaboration with UMS universities, is used to set policies, achieve support, and establish a cycle of continuous feedback and improvements. Deeper integration of the information technology systems serving UMS universities is occurring and will result in greater efficiency and interoperability while enhancing student success.

UMS contracts with Sightlines/Gordian to help monitor and manage its physical infrastructure. Physical space is generally appropriate and adequate, but disparities exist. UMS engages in ongoing planning and investment to improve the design and condition of its facilities, and to keep current with teaching methodologies and the ever-changing needs of students and faculty.

UMS is managing (as noted above) a significant capital project load. These include multi-year projects and reflect important funding sources, such as private philanthropy, state support, and private partnerships as UMS continues its effort to improve the condition and net asset value of its facilities.

UMS engages periodically in physical resource planning, including annual assessment of the condition and needs of the physical infrastructure. UMS employs a three-tiered planning process that includes master planning approximately every decade, five-year capital planning exercises, and annual work planning to be integrated into UMS's annual budget process.

Information technology
Prior to 2012, information technology investments and decisions were made individually by UMS universities, and technologies were not standard from one location to another. Lack of consistency in data coding conventions and standards has also presented challenges in delivering consistent functionality and user experiences for core systems. Resources needed to enable sufficient high-level IT capacity at all instructional locations represent a continued investment.

To address these issues, integrated governance and planning for US:IT, including significant collaboration and flexibility with UMS universities, will be used to set policies, achieve support, and establish a cycle of continuous feedback and improvements. Deeper integration of the information technology systems serving UMS universities is occurring and will result in greater efficiency and interoperability while enhancing student success.

Continued growth in the UMS Data Governance structure will promote and ensure greater consistency with data coding conventions and standards. Continuation of the effort to adopt a cloud-first enterprise strategy will ensure long-term scalability, sustainability, and cost efficiency.

Finances
UMS finances remain strong. The institution carefully tracks state and regional demographics and enrollment activity, and pursues cost savings and operational efficiencies wherever feasible while maintaining appropriate services and programming for students, faculty, and staff.

Projection
While many facilities are in excellent condition, the overall state of UMS facilities is estimated at a net asset value of approximately 54%, and more than half of all space has a renovation age of 50 years or older. The Board has set a goal of achieving a net asset value of 63% by 2022, a target subject to review and updating.

To address facilities challenges, UMS continues to focus on removing space, constraining the growth of space, and thereby improving overall net asset value. UMS has reduced its total space by 285,000 gross square feet since FY12 and that initiative is ongoing.

UMS efforts to secure new and novel sources of investment have produced gains in the overall funds available— one-time and recurring— for major capital projects in the current capital planning period and the immediate future. Revenue bonds, public-private partnerships, potential new state support, energy services company agreements, and other revenue sources are all being pursued or are in progress above and beyond the more traditional appropriation funds, grants, and general-obligation bond resources.

Standard Seven: University of Maine and Univ. of Maine at Machias

	3 Years Prior (FY 2018)			2 Years Prior (FY 2019)			1 Year Prior (FY 2020)			Current Year (FY 2021)		
Standard 7: Institutional Resources (Headcount of Employees by Occupational Category)												
For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.												
If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf												
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Instructional Staff	570	293	863	568	286	854	541	259	800	547	253	800
Research Staff	20	0	20	18	0	18	11	0	11	19	9	28
Public Service Staff	44	1	45	40	0	40	37	1	38	38		38
Librarians	23	3	26	20	3	23	17	0	17	16	1	17
Library Technicians	0	0	0	0	0	0	0	0	0			0
Archivists, Curators,	4	0	4	5	0	5	5	0	5	7		7
Student and Academic	133	26	159	151	24	175	142	15	157	122	13	135
Management Occupations	72	2	74	67	1	68	68	0	68	73	2	75
Business and Financial	387	61	448	431	68	499	421	48	469	361	25	386
Computer, Engineering and	42	5	47	36	2	38	36	0	36	162	16	178
Community, Social Service,	157	37	194	166	30	196	154	19	173	153	31	184
Healthcare Practitioners	10	0	10	15	0	15	14	0	14	15	1	16
Service Occupations	353	74	427	339	51	390	310	26	336	301	43	344
Sales and Related	5	5	10	6	2	8	12	0	12	6		6
Office and Administrative	289	30	319	260	38	298	253	25	278	244	32	276
Natural Resources,	142	2	144	146	2	148	137	0	137	128	9	137
Production,	12	0	12	12	0	12	10	0	10	19	1	20
Total	2,263	539	2,802	2,280	507	2,787	2,168	393	2,561	2,211	436	2,647

Please enter any explanatory notes in the box below

Standard Seven: University of Maine and Univ. of Maine at Machias

	Standard 7: Institutional Resources					
	(Statement of Financial Position/Statement of Net Assets)					
	Fiscal Year ends - month & day: (6 / 30)	ears Prior (FY 19)	ar Prior (FY 20)	Most Recent Year (FY21)	nt Change 2 yrs-1 yr prior	1 yr-most
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$91,990	$85,314	$81,374	-7.3%	-4.6%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$23,381	$26,923	$38,592	15.1%	43.3%
?	Contributions Receivable, Net	$1,124	$1,065	$470	-5.2%	-55.9%
?	Inventory and Prepaid Expenses	$3,079	$2,927	$2,969	-4.9%	1.4%
?	Long-Term Investments	$87,807	$85,871	$107,147	-2.2%	24.8%
?	Loans to Students	$20,244	$19,085	$17,697	-5.7%	-7.3%
?	Funds held under bond agreement	$274	$178	$17,299	-35.0%	9618.5%
?	Property, plants, and equipment, net	$357,101	$352,196	$359,749	-1.4%	2.1%
?	Other Assets	$2,099	$1,765	$847	-15.9%	-52.0%
	Total Assets	**$587,099**	**$575,324**	**$626,144**	-2.0%	8.8%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$8,672	$7,072	$10,713	-18.5%	51.5%
?	Deferred revenue & refundable advances	$8,670	$7,859	$9,069	-9.4%	15.4%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$186	$0	$0	-100.0%	-
?	Long-term investments	$65,273	$59,748	$76,887	-8.5%	28.7%
?	Refundable government advances	$13,106	$10,381	$8,565	-20.8%	-17.5%
?	Other long-term liabilities	$42,075	$39,941	$16,246	-5.1%	-59.3%
	Total Liabilities	**$137,982**	**$125,001**	**$121,480**	-9.4%	-2.8%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$342,224**	**$341,829**	**$373,577**	-0.1%	9.3%
?	Foundation				-	-
	Total	**$342,224**	**$341,829**	**$373,577**	-0.1%	9.3%
	Temporarily restricted net assets					
	Institutional	**$68,031**	**$69,126**	**$89,423**	1.6%	29.4%
?	Foundation				-	-
	Total	**$68,031**	**$69,126**	**$89,423**	1.6%	29.4%
	Permanently restricted net assets					
	Institutional	**$38,862**	**$39,368**	**$41,664**	1.3%	5.8%
?	Foundation				-	-
	Total	**$38,862**	**$39,368**	**$41,664**	1.3%	5.8%
	Total Net Assets	**$449,117**	**$450,323**	**$504,664**	0.3%	12.1%
	TOTAL LIABILITIES and NET ASSETS	**$587,099**	**$575,324**	**$626,144**	-2.0%	8.8%

Please enter any explanatory notes in the box below

FY20 and FY21 reflect the adoption of GASB Statement 84, "Fiduciary Activities" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented.
Line 19 above for deferred revenue & refundable advances includes deferred inflows of $2,232; $1,887; and $1,017 for the respective years FY19.

Standard Seven: University of Maine and Univ. of Maine at Machias

	Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY 19)	Years Prior (FY 20)	Most Recently Completed Year	Current Year (FY 22)	Next Year Forward (FY 23)
	Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$176,759	$180,650	$185,285	$190,844	$196,569
?	Room and board	$41,128	$32,596	$25,305	$41,860	$43,969
?	Less: Financial aid	-$65,687	-$71,550	-$72,981	-$75,170	-$77,426
	Net student fees	$152,200	$141,696	$137,609	$157,533	$163,112
?	Government grants and contracts	$42,891	$45,301	$51,443	$54,015	$56,716
?	Private gifts, grants and contracts	$13,213	$16,258	$17,435	$17,958	$18,497
?	Other auxiliary enterprises	$13,316	$11,565	$9,451	$9,167	$10,249
	Endowment income used in operations					
?	Other revenue (specify): Interest income on loans	$391	$538	$535	$551	$568
	Other revenue (specify): Educational sales and services	$23,314	$19,024	$12,427	$12,800	$13,184
	Other revenue (specify):Indirect costs	$9,665	$10,601	$12,821	$15,900	$16,300
	Net assets released from restrictions					
	Total Operating Revenues	**$254,990**	**$244,983**	**$241,721**	**$267,924**	**$278,625**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$86,752	$87,747	$87,007	$91,357	$95,012
?	Research	$71,078	$71,797	$77,253	$84,195	$88,404
?	Public Service	$33,824	$31,883	$31,925	$33,521	$34,862
?	Academic Support	$34,711	$34,669	$36,096	$37,901	$39,417
?	Student Services	$28,599	$28,162	$23,946	$25,143	$26,149
?	Institutional Support	$33,012	$34,185	$32,470	$34,094	$35,457
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$29,301	$26,988	$26,983	$28,332	$29,465
?	Scholarships and fellowships (cash refunded by public institution)	$13,694	$17,220	$18,033	$29,802	$19,131
?	Auxiliary enterprises	$43,350	$39,630	$37,550	$39,428	$41,005
?	Depreciation (if not allocated)	$22,090	$22,754	$22,985	$24,134	$25,341
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$396,411**	**$395,035**	**$394,248**	**$427,907**	**$434,243**
	Change in net assets from operations	**-$141,421**	**-$150,052**	**-$152,527**	**-$159,983**	**-$155,618**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$104,116**	**$104,470**	**$104,025**	**$103,962**	**$109,481**
?	Investment return	**$610**	**$436**	**$10**	**$409**	**$421**
?	Interest expense (public institutions)	**-$2,021**	**-$1,956**	**-$1,849**	**-$2,092**	**-$3,282**
	Gifts, bequests and contributions not used in operations	**$11,813**	**$13,120**	**$14,317**	**$14,747**	**$15,189**
?	Other (specify): Noncapital transfers from system/other campuses	**$2,778**	**$5,025**	**$26,098**	**$5,176**	**$5,331**
	Other (specify): Endowment Income Distributed for Operations	**$3,496**	**$3,456**	**$3,823**	**$3,938**	**$4,056**
	Other (specify): Federal Pell grants	**$13,648**	**$12,799**	**$11,481**	**$11,440**	**$11,440**
	Other (specify): Coronavirus relief funding	**$0**	**$7,526**	**$13,389**	**$22,180**	**$0**
	Net non-operating revenues	**$134,440**	**$144,876**	**$171,294**	**$159,759**	**$142,636**
	Income before other revenues, expenses, gains, or losses	**-$6,981**	**-$5,176**	**$18,767**	**-$224**	**-$12,982**
?	Capital appropriations (public institutions)	**$2,406**	**$6,612**	**$7,094**	**$7,356**	**$7,357**
	Other (specify): Capital grants and gifts	**$3,185**	**$2,669**	**$7,401**	**$2,000**	**$6,000**
	Other (specify): Endowment return net of amount used for operations	**-$1,165**	**-$2,537**	**$18,899**	**-$5,491**	**$5,491**
	Other (specify): Additions to endowments	**$6,743**	**$634**	**$2,416**	**$2,488**	**$2,563**
	Other (specify): Gain (loss) on disposal of capital assets	**$4**	**-$33**	**-$287**	**$0**	**$0**
?	Other (specify): Capital transfers from system/other campuses	**-$724**	**-$963**	**$51**	**$0**	**$0**
	TOTAL INCREASE/DECREASE IN NET	**$3,468**	**$1,206**	**$54,341**	**$6,130**	**$8,429**

			Years Prior	2 Years Prior	Most	Current Year	Next Year
		Standard 7: Institutional Resources					
		(Statement of Debt)					
FISCAL YEAR ENDS month & day (6 /			**Years Prior**	**2 Years Prior**	**Most**	**Current Year**	**Next Year**
		Long-term Debt					
		Beginning balance	$69,891	$65,273	$59,748	$76,887	$83,920
		Additions	$1,318	$848	$23,106	$13,000	$5,000
	?	Reductions	($5,936)	($6,373)	($5,967)	($5,967)	($9,967)
		Ending balance	**$65,273**	**$59,748**	**$76,887**	**$83,920**	**$78,953**
		Interest paid during fiscal year	$2,835	$2,639	$2,410	$2,410	$3,410
		Current Portion	$6,426	$6,138	$6,084	$6,000	$10,000
		Bond Rating	See below	See below	See below	See below	See below
		Debt Service Coverage	#REF!	#REF!	#REF!	#REF!	#REF!
		Debt to Net Assets Ratio	#REF!	#REF!	#REF!	#REF!	#REF!
		Debt to Assets Ratio	#REF!	#REF!	#REF!	#REF!	#REF!

Debt is comprised of small capital leases, tax-exempt bonds payable, and obligations under a master lease-purchase agreement. New debt for FY21 includes a $23 million bond anticipation note. The University of Maine is part of the UMS which is the legal entity that issues the tax-exempt bonds and bond anticipation note. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Maine and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Maine is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

Borrowing 5M for FY23 for deferred maintenance.

Standard Seven: University of Maine and Univ. of Maine at Machias

Standard 7: Institutional Resources					
(Supplemental Data)					
FISCAL YEAR ENDS month & day (	Years Prior	2 Years Prior	Most	Current Year	Next Year
NET ASSETS					
Net assets beginning of year	$445,649	#REF!	#REF!	#REF!	#REF!
Total increase/decrease in net assets	#REF!	#REF!	#REF!	#REF!	#REF!
Net assets end of year	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**
FINANCIAL AID					
Source of funds			$70,197.00	$72,421.73	
Unrestricted institutional	$54,397	$60,256	$62,506	$64,500	$68,010
Federal, state and private grants	**$18,139**	**$21,201**	**$20,817**	**$20,817**	**$20,817**
Restricted funds	**$6,845**	**$7,313**	**$7,691**	**$7,922**	**$8,159**
Total	**$79,381**	**$88,770**	**$91,014**	**$93,239**	**$96,986**
% Discount of tuition and fees	#REF!	#REF!	#REF!	#REF!	#REF!
? % Unrestricted discount	#REF!	#REF!	#REF!	#REF!	#REF!
Net Tuition Revenue per FTE	$11,337	$11,147	$11,350	$11,634	$11,991
? **FEDERAL FINANCIAL**	N/A	N/A	N/A	N/A	
Please indicate your institution's endowment spending policy:					
The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.					
Please enter any explanatory notes in the box below.					
Net tuition revenue per FTE student reflects the net tuition and fee revenue reported to IPEDS divided by the 12 month FTE student count (as calculated for the IPEDS 12-month enrollment form).					

FISCAL YEAR ENDS month & day (6 / 30)	Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently	urrent Year (FY 22)	Next Year Forward
Standard 7: Institutional Resources					
(Liquidity)					
CASH FLOW					
Cash and Cash Equivalents beginning		#REF!	#REF!	#REF!	#REF!
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents	**#REF!**	**#REF!**	**#REF!**	**#REF!**	**#REF!**
LIQUIDITY RATIOS					
Current Assets	$119,206	$115,902	$122,763	$126,446	$130,239
Current Liabilities	$21,202	$18,491	$24,848	$25,593	$26,361
Current Ratio	**5.62**	**6.27**	**4.94**	**4.94**	**4.94**
Days Cash on Hand	See note below	See note below	See note below	See note below	See note below

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so,

The university has not needed to access its restricted net assets or liquidate other financial assets to fund operation.

Please enter any explanatory notes in the box below.

Standard Seven: University of Maine and Univ. of Maine at Machias

		3 Years Prior	2 Years Prior	Most Recently Completed	Current Year	Next Year Forward (goal)
Standard 7: Institutional Resources						
(Information Resources)						
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Total Expenditures						
Materials		$6,393,222	$5,464,563	$5,831,794	$5,521,190	$5,323,369
Salaries & wages (permanent staff)		$2,372,903	$2,320,944	$2,308,445	$2,298,084	$2,367,027
Salaries & wages (student employees)		$170,393	$130,150	$109,267	$110,032	$113,333
Other operating expenses		$420,197	$353,415	$255,770	$264,809	$273,114
Expenditures/FTE student						
Materials		$656	$559	$564	$534	$514
Salaries & wages (permanent staff)		$228	$227	$213	$211	$218
Salaries & wages (student employees)		$17	$13	$10	$10	$11
Other operating expenses		$42	$35	$23	$24	$25
Collections						
Percent available physically		63%	58%	56%	55%	53%
Percent available electronically		37%	42%	44%	45%	47%
Number of digital repositories		1	1	1	1	1
Personnel (FTE)						
Librarians - main campus		18	18	17	17	17
Librarians - branch /other locations		2	2	2	2	2
Other library personnel - main campus		32	32	30	30	30
Other library personnel - branch/other locations		1	1	0	1	1
Availability/attendance						
[?] Hours of operation/week main campus		103	103	103	103	103
Hours of operation/week branch/other locations		30	30	6	77	77
[?] **Consortia/Partnerships**						
URSUS Library Consortia (includes the University of Maine System Libraries, Bangor Public Library, Maine State Library, Maine State Law and Legislative Library)						
Maine InfoNet (a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural, educational, and economic development of Maine) http://www.maineinfonet.org/						
Larger Libraries Group (includes University of Maine, University of Southern Maine, Bangor Public Library, Maine State Library, Portland Public Library, University of New England, Colby College, Bates College, Bowdoin College)						
Maine Shared Collections Cooperative comprises more than 35 Maine libraries plus Maine InfoNet; together these libraries implement a shared approach to the management of print collections in the state. http://www.maineinfonet.org/mscs/						
NERL (NorthEast Research Libraries) consortium of ~120 research libraries, including University of Maine, supports the educational and research missions of its member institutions by coordinating, consolidating, and negotiating the best possible licensing terms and prices for electronic resources.						
SCOAP3 is a partnership of over three thousand libraries, key funding agencies and research centers in 44 countries and 3 intergovernmental organisations. Working with leading publishers, SCOAP3 has converted key journals in the field of High-Energy Physics to Open Access at no cost for authors.						
URL of most recent library annual report:	Please see electronic workroom (UM/UMM/Standard 7/)					
Please enter any explanatory notes in the box below						
FY19-FY21 - library personnel at branch includes Darling Marine Center; FY22-23 - library personnel branch includes Machias staff only. Hours of Operation Branch FY19 - FY21 includes Darling Marine Center; FY22-23 includes Machias only.						
See Form 4.5 for data about Information Literacy						

Standard 7: Institutional Resources						
(Technological Resources)						
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
		(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
? Course management system	D2L Brightspace					
Number of classes using the system		13355	17199	20424	15279	
Bandwidth						
On-campus network		1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access		Yes	Yes	Yes	Yes	Yes
? commodity internet (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? high-performance networks (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? Wireless protocol(s)		802.11ac	802.11ac	802.11ac	802.11ax	802.11ax
Typical classroom technology						
Main campus	Classroom Technology descriptions					
Branch/other locations						
Software systems and versions						
Students	PeopleSoft 9.2 PUM 24					
Finances	PeopleSoft 9.2 PUM 41					
Human Resources	PeopleSoft 9.2 PUM 40					
Advancement	Ellucian Advance Web 2018 and starting to implement a new system b					
Library	Systemwide: Innovative Interfaces, Inc and Libguides Library Softwa					
Website Management	WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)					
Portfolio Management	IT Service Catalog					
Interactive Video Conferencing	Zoom cloud					
Digital Object Management	Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool					
Website locations of technology policies/plans						
Integrity and security of data	https://www.maine.edu/board-of-trustees/policy-manual/section-901/					
Privacy of individuals	https://www.maine.edu/privacy-policy/					
Appropriate use	https://www.maine.edu/apls/apl-vi-h/					
Disaster and recovery plan	in development					
Technology replacement	https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRlHkYJAlzfjKT6pBmuIsjfUjQ/edit					

Please enter any explanatory notes in the box below
State of IT Report https://wpsites.maine.edu/stateofitreport/
IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home
A few notes about the Course Management numbers:
1. These totals are based on the number of course shells that had at least one login to them - this is somewhat
2. We only included courses that were "real" courses created from the Student Information System (ie no
3. Summer term was included as a "trailer" - for example, FY20 includes courses that would have run from May
4. Because we only imported courses from Blackboard into Brightspace that had content in them, we were able to

Standard Seven: University of Maine and Univ. of Maine at Machias

Standard 7: Institutional Resources						
(Physical Resources)						

Campus location		Serviceable Buildings		Assignable Square Feet		
Main campus		225		4,047,473		
Other U.S. locations		149		329,700		
International locations						

			3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year
			(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Revenue ($000)							
Capital appropriations (public institutions)			$1,501,128	$4,918,225	$5,897,379	$7,813,036	$2,399,878
Operating budget			$15,213,938	$13,992,389	$12,150,864	$11,734,617	$12,729,579
Gifts and grants			$3,745,480	$3,335,269	$9,092,119	$12,049,195	$31,411,201
Debt			$532,455	$888,736	$8,983,788	$22,763,437	$17,150,000
Total			$20,993,000	$23,134,620	$36,124,150	$54,360,285	$63,690,658
Expenditures ($000)							
New Construction			$3,775,539	$4,932,404	$18,915,664	$33,692,677	$31,230,971
Renovations, maintenance and equipment			$15,579,753	$17,188,292	$16,152,049	$19,192,538	$31,515,030
Technology			$1,637,707	$1,013,924	$1,056,437	$1,475,070	$944,657
Total			$20,993,000	$23,134,620	$36,124,150	$54,360,285	$63,690,658

Assignable square feet		Main campus	Off-campus	Total		
Classroom		151,618	13,600	165,218		
Laboratory		693,815	232,000	925,815		
Office		551,181	24,000	575,181		
Study		156,677	4,600	161,277		
Special		1,051,646	0	1,051,646		
General		878,287	3,000	881,287		
Support		83,867	20,000	103,867		
Residential		476,323	22,500	498,823		
Other		4,059	10,000	14,059		
				4,377,173		

Major new buildings, past 10 years (add rows as needed)

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)		Assignable Square Feet		Cost	Year
Versant Astronomy CTR-Planetarium/Observatory	Academic.Research		7,400		$5,085,841	2014
Stewart New Media/Art Complex	Academic		30,054		$10,296,900	2013
Advance Strucures & Composite Wind&Wave Addition	Research		12,102		$8,873,798	2015
Plant Animal & Insect Lab	Research		14,500		$9,589,849	2019
Engineering Education & Design Ctr	Academic/Research		100,000		$73,000,000	2022
DMC Pier -Replacement	Academic/Research		1,824		$2,551,748	2021
North Engineering Annex (New Machine Tool Lab)	Academic		3,200		$2,573,252	2020

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)		Assignable Square Feet		Cost	Year
UM ASCC GEM Addition-Green Engineering Manufacturing	Research		780,000		$84,000,000	2026
Product Development Center(PDC)	Research		28,000		$32,000,000	2025
Umaine Energy Center	Infrastructure		20,000		$130,000,000	2025
New Child Care Center	Academic/support		16,000		$8,000,000	2025
Aroostook Farm - Modernization	Research		19,000		$4,000,000	2025
Sustainable Aquacultur Worforce & Innovation Center	Research		15,000		$7,000,000	2025
MCECIS	Academic/Office/Research		75,000		$88,000,000	2026
Soccer Stadium/Field	Athletics		60,000		$10,000,000	2024

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)		Assignable Square Feet		Cost	Year
Univ Park-- Sprinkler Inst/Renov	Residential		48,855		$1,168,285	2013
Estabrooke Hall 3rd&4th floor renov	Residential		22,195		$4,447,510	2016
Bears Den -Renovation	Dining		10,000		$3,368,347	2018
Nutting Hall- Energy Renovation	Academic/Office/Classroom?lab		37,500		$3,908,747	2013
Heating Plant- Boiler8(Rplc3&4)	Infrastructure		1,200		$3,174,937	2013
Memorial Gym Fieldhouse -Renov	Athletics		76,155		$15,964,166	2014
Estabrooke- Renovation	Office/Classroom		21,000		$4,195,290	2014
Aubert-STEM Classroom Reno	classroom		8,600		$2,594,109	2016
Little Hall-STEM Clssrm Reno	classroom		2,000		$1,586,910	2016
Barrows-ESRB Lab Renovations	Research		4,500		$1,645,448	2018
Aquatic Animal Health Facility	Research		2,100		$2,860,522	2019
Darling Marine Ctr Flowing Seawater Lab -Reno	Research		5,200		$1,474,440	2021
Advanced Structures and Comp Ctr-Mezzanine Office Renovation	Office		2,500		$1,047,639	2021
Neville Hall-Renovations	classroom		1,500		$1,500,000	2022
Powers Hall (Masonry Repairs)	Office		3,200		$1,556,040	2016
All Machias Buildings- CNG Heating Upgrades	ALL		207,329		$1,509,142	2016

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)		Assignable Square Feet		Cost	Year
Advanced Stru & Comp Ctr Secure Lab	Research		4,000		$2,500,000	2023
Softball Stadium and Field	Athletics		NA		$10,000,000	2023
Fieldhockey Stadium anf Field	Athletics		NA		$8,000,000	2024
Athletics Stadium Track Field	Athletics		NA		$8,000,000	2025
Food Quality Lab	Research		3,800		$5,500,000	2025
					$2,500,000	2023

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2)			2 Years Prior (FY 2020 / Fall 2019)			1 Year Prior (FY 2021 / Fall 2020)			Current Year (FY 2022 / Fall 2021)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	86	152	238	94	145	239	93	131	224	97	136	233
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	6	6	0	10	10	0	7	7		4	4
Librarians	3	0	3	1	0	1	2	0	2	2		2
Library Technicians	0	0	0	0	0	0	0	0	0			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	43	5	48	40	4	44	34	4	38	28	2	30
Management Occupations	21	0	21	19	0	19	28	0	28	20		20
Business and Financial Operations	20	3	23	24	6	30	22	5	27	26	5	31
Computer, Engineering and Science	2	1	3	2	0	2	7	0	7	13	1	14
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	26	5	31	32	6	38	25	5	30	26	19	45
Healthcare Practitioners and Technical	2	3	5	2	0	2	2	0	2	2		2
Service Occupations	23	2	25	22	1	23	22	0	22	23		23
Sales and Related Occupations	1	0	1	0	0	0	0	0	0			0
Office and Administrative Support	49	19	68	51	14	65	50	16	66	47	14	61
Natural Resources, Construction, Maintenance	6	0	6	8	0	8	10	0	10	10		10
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0			0
Total	282	196	478	295	186	481	295	168	463	294	181	475

Please enter any explanatory notes in the box below

Standard Seven: University of Maine at Augusta

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - month & day: (6 / 30)	ears Prior (FY 19)	ar Prior (FY 20)	Most Recent Year (FY21)	nt Change 2 yrs-1 yr prior recent	1 yr-most
ASSETS (in 000s)					
? Cash and Short Term Investments	$11,655	$12,118	$9,748	4.0%	-19.6%
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	$5,091	$4,271	$6,311	-16.1%	47.8%
? Contributions Receivable, Net	$0	$0	$0	-	-
? Inventory and Prepaid Expenses	$491	$264	$228	-46.2%	-13.6%
? Long-Term Investments	$7,873	$7,659	$9,335	-2.7%	21.9%
? Loans to Students	$812	$674	$503	-17.0%	-25.4%
? Funds held under bond agreement	$162	$42	$32	-74.1%	-23.8%
? Property, plants, and equipment, net	$29,631	$29,532	$28,678	-0.3%	-2.9%
? Other Assets				-	-
Total Assets	**$55,715**	**$54,560**	**$54,835**	-2.1%	0.5%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$444	$661	$817	48.9%	23.6%
? Deferred revenue & refundable advances	$1,331	$1,308	$1,840	-1.7%	40.7%
? Due to state				-	-
? Due to affiliates				-	-
? Annuity and life income obligations				-	-
? Amounts held on behalf of others	$249			-100.0%	-
? Long-term investments	$1,204	$974	$659	-19.1%	-32.3%
? Refundable government advances	$975	$730	$522	-25.1%	-28.5%
? Other long-term liabilities	$5,977	$5,666	$2,303	-5.2%	-59.4%
Total Liabilities	**$10,180**	**$9,339**	**$6,141**	-8.3%	-34.2%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$35,682**	**$35,626**	**$37,475**	-0.2%	5.2%
? Foundation				-	-
Total	**$35,682**	**$35,626**	**$37,475**	-0.2%	5.2%
Temporarily restricted net assets					
Institutional	**$4,302**	**$3,990**	**$5,625**	-7.3%	41.0%
? Foundation				-	-
Total	**$4,302**	**$3,990**	**$5,625**	-7.3%	41.0%
Permanently restricted net assets					
Institutional	**$5,551**	**$5,605**	**$5,594**	1.0%	-0.2%
? Foundation				-	-
Total	**$5,551**	**$5,605**	**$5,594**	1.0%	-0.2%
Total Net Assets	**$45,535**	**$45,221**	**$48,694**	-0.7%	7.7%
TOTAL LIABILITIES and NET ASSETS	**$55,715**	**$54,560**	**$54,835**	-2.1%	0.5%

Please enter any explanatory notes in the box below

FY20 and FY21 reflect the adoption of GASB Statement 84, "Fiduciary Activities" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented.

Line 19 above for deferred revenue & refundable advances includes deferred inflows of $40, $36, and $33 for the respective years FY19, FY20, and FY21. Line 26 above for other long-term liabilities represents a funding obligation to the System Office of the University of Maine System for the University of Maine at Augusta's share of the impact of implementing GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions".

	Standard 7: Institutional Resources (Statement of Revenues and Expenses)				
Fiscal Year ends - month& day: (6 / 30)	3 Years Prior (FY 19)	Years Prior (FY 20)	Most Recently Completed Year	Current Year (FY 22)	Next Year Forward (FY 23)
OPERATING REVENUES (in 000s)					
? Tuition and fees	$21,480	$22,256	$22,109	$22,630	$23,411
? Room and board	$6	$225	$404	$529	$626
? Less: Financial aid	-$7,139	-$8,158	-$7,744	-$7,854	-$7,918
Net student fees	$14,347	$14,323	$14,769	$15,305	$16,119
? Government grants and contracts	$11,232	$3,134	$2,368	$2,476	$2,885
? Private gifts, grants and contracts	$488	$466	$952	$452	$460
? Other auxiliary enterprises	$1,065	$934	$44	$67	$67
Endowment income used in operations					
? Other revenue (specify): Interest income on loans	$28	$22	$69	$55	$50
Other revenue (specify): Educational sales and services	$477	$365	$236	$504	$672
Other revenue (specify):Indirect costs	$150	$121	$143	$161	$161
Net assets released from restrictions					
Total Operating Revenues	**$27,787**	**$19,365**	**$18,581**	**$19,020**	**$20,414**
OPERATING EXPENSES (in 000s)					
? Instruction	$14,704	$15,411	$16,954	$17,211	$17,991
? Research	$110	$103	$74	$90	$92
? Public Service	$2,342	$2,380	$2,742	$2,811	$2,876
? Academic Support	$6,995	$7,193	$7,616	$7,725	$7,831
? Student Services	$5,870	$5,827	$5,558	$5,647	$5,684
? Institutional Support	$5,270	$5,877	$4,673	$4,573	$4,625
Fundraising and alumni relations					
? Operation, maintenance of plant (if not allocated)	$4,322	$3,913	$4,765	$4,364	$4,340
? Scholarships and fellowships (cash refunded by public institution)	$7,138	$5,793	$5,891	$6,175	$6,575
? Auxiliary enterprises	$1,129	$1,779	$998	$992	$959
? Depreciation (if not allocated)	$1,793	$1,804	$1,841	$2,135	$2,024
? Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$49,673**	**$50,080**	**$51,112**	**$51,723**	**$52,997**
Change in net assets from operations	**-$21,886**	**-$30,715**	**-$32,531**	**-$32,703**	**-$32,583**
NON OPERATING REVENUES (in 000s)					
? State appropriations (net)	**$18,952**	**$19,789**	**$19,771**	**$19,466**	**$21,194**
? Investment return	**$26**	**$23**	**$0**	**$0**	**$0**
? Interest expense (public institutions)	**-$33**	**-$29**	**-$23**	**-$1**	**-$3**
Gifts, bequests and contributions not used in	**$335**	**$280**	**$347**	**$325**	**$345**
? Other (specify): Noncapital transfers from system/other campuses	**$1,046**	**$1,410**	**$3,710**	**$2,710**	**$2,710**
Other (specify): Endowment Income Distributed for Operations	**$352**	**$375**	**$357**	**$365**	**$345**
Other (specify): Federal Pell grants		**$7,657**	**$7,340**	**$7,668**	**$7,864**
Other (specify): Coronavirus relief funding	**$0**	**$719**	**$1,861**	**$0**	**$0**
Net non-operating revenues	**$20,678**	**$30,224**	**$33,363**	**$30,533**	**$32,455**
Income before other revenues, expenses, gains, or losses	**-$1,208**	**-$491**	**$832**	**-$2,170**	**-$128**
? Capital appropriations (public institutions)	**$88**	**$386**	**$879**	**$1,289**	**$255**
Other (specify): Capital grants and gifts	**$311**	**$15**	**$86**	**$45**	**$45**
Other (specify): Endowment return net of amount used for operations	**-$136**	**-$279**	**$1,672**	**$500**	**-$300**
Other (specify): Additions to endowments	**$111**	**$50**	**-$11**	**$25**	**$25**
Other (specify): Gain (loss) on disposal of capital assets	**$0**	**$0**	**-$87**	**$0**	**$0**
? Other (specify): Capital transfers from system/other campuses	**$5**	**$5**	**$102**	**$5**	**$5**
TOTAL INCREASE/DECREASE IN NET ASSETS	**-$829**	**-$314**	**$3,473**	**-$306**	**-$98**

Standard Seven: University of Maine at Augusta

Standard 7: Institutional Resources					
(Statement of Debt)					
FISCAL YEAR ENDS month & day (6 / 30)	**Years Prior (FY19)**	**2 Years Prior (FY20)**	**Most Recently Completed Year (FY21)**	**Current Year (FY22)**	**Next Year Forward (FY23)**
Long-term Debt					
Beginning balance	$1,555	$1,204	$974	$659	$770
Additions	$56	$207	$0	$500	$3,000
? Reductions	($407)	($437)	($315)	($389)	$120
Ending balance	**$1,204**	**$974**	**$659**	**$770**	**$3,890**
Interest paid during fiscal year	$49	$41	$35	$14	$3
Current Portion	$415	$315	$316	$310	$300
Bond Rating	See below	See below	See below	See below	See below
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-2.60	-1.38	2.37	-6.70	-0.42
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.03	0.02	0.01	0.02	0.08
Debt to Assets Ratio Long-term Debt / Total Assets	0.02	0.02	0.01		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is comprised of small capital leases, tax-exempt bonds payable, obligations under a master lease-purchase agreement, and a loan from the System Office. The University of Maine at Augusta is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Maine at Augusta and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Maine at Augusta is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

	Standard 7: Institutional Resources (Supplemental Data)				
FISCAL YEAR ENDS month & day (6/30)	**Years Prior (FY 19)**	**2 Years Prior (FY 20)**	**Most Recently Completed Year (FY 21)**	**Current Year (FY 22)**	**Next Year Forward (FY 23)**
NET ASSETS					
Net assets beginning of year	$46,364	$45,535	$45,221	$48,694	$48,388
Total increase/decrease in net assets	($829)	($314)	$3,473	($306)	($98)
Net assets end of year	**$45,535**	**$45,221**	**$48,694**	**$48,388**	**$48,290**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$3,447	$3,360	$3,741	$3,102	$2,762
Federal, state and private grants	**$9,740**	**$9,807**	**$9,143**	**$9,381**	**$9,849**
Restricted funds	**$1,090**	**$784**	**$751**	**$755**	**$760**
Total	**$14,277**	**$13,951**	**$13,635**	**$13,238**	**$13,371**
% Discount of tuition and fees	66.5%	62.7%	61.7%	58.5%	57.1%
? % Unrestricted discount	16.0%	15.1%	16.9%	13.7%	11.8%
Net Tuition Revenue per FTE	$5,811	$5,625	$5,823	$5,990	$6,220
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					
Please indicate your institution's endowment spending policy:					
The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.					
Please enter any explanatory notes in the box below.					

Standard Seven: University of Maine at Augusta

FISCAL YEAR ENDS month & day (6 / 30)	Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	urrent Year (FY 22)	Next Year Forward (FY 23)
Standard 7: Institutional Resources					
(Liquidity)					
CASH FLOW					
Cash and Cash Equivalents beginning of year		$11,655	$12,118	$9,748	$9,492
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents end of year	**$11,655**	**$12,118**	**$9,748**		
LIQUIDITY RATIOS					
Current Assets	$17,231	$16,498	$15,867	$16,250	$16,515
Current Liabilities	$2,371	$2,220	$2,940	$2,871	$2,950
Current Ratio	**7.27**	**7.43**	**5.40**	**5.66**	**5.60**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	See note below	See note below	See note below	See note below	See note below

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine at Augusta's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine at Augusta and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the yrear received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine at Augusta does not need to seek approval from the State of Maine to utilize its own reserves.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources					
(Information Resources)					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
Total Expenditures					
Materials	$201,823	$238,017	$186,510	$199,610	$199,610
Salaries & wages (permanent staff)	$480,396	$479,792	$308,051	$447,102	$485,427
Salaries & wages (student employees)	$7,450	$10,375	$9,000	$20,835	$20,835
Other operating expenses	$13,819	$33,923	$41,303	$30,403	$30,403
Expenditures/FTE student					
Materials	$82	$94	$75	$80	$79
Salaries & wages (permanent staff)	$195	$190	$124	$195	$193
Salaries & wages (student employees)	$3	$4	$4	$8	$8
Other operating expenses	$6	$13	$17	$12	$12
Collections					
Percent available physically	11%	12%	12%	12%	10%
Percent available electronically	89%	88%	88%	88%	90%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	3	3	3	1	2
Librarians - branch /other locations	1	1	1	2	2
Other library personnel - main campus	2	2	2	2	2
Other library personnel - branch/other locations	2	2	1	1	1
Availability/attendance					
? Hours of operation/week main campus	57	57	52	52	52
Hours of operation/week branch/other locations	56	56	52	52	52
? **Consortia/Partnerships**					
URSUS cataloging system					
UMS Shared Databases					
URL of most recent library annual report:	uma.edu/library				
Please enter any explanatory notes in the box below					
See Form 4.5 for data about Information Literacy					

Standard Seven: University of Maine at Augusta

Standard 7: Institutional Resources						
(Technological Resources)						
						?
		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
? Course management system	D2L Brightspace					
Number of classes using the system		13,355	17,199	20,424	15,279	
Bandwidth						
On-campus network		1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access		Yes	Yes	Yes	Yes	Yes
? commodity internet (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? high-performance networks (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? Wireless protocol(s)		802.11ac	802.11ac	802.11ac	802.11ax	802.11ax
Typical classroom technology						
Main campus	Classroom Technology descriptions					
Branch/other locations						
Software systems and versions						
Students	PeopleSoft 9.2 PUM 24					
Finances	PeopleSoft 9.2 PUM 41					
Human Resources	PeopleSoft 9.2 PUM 40					
Advancement	Ellucian Advance Web 2018 and starting to implement a new system based on Ascend/Salesforce					
Library	Systemwide: Innovative Interfaces, Inc and Libguides Library Software Programs					
Website Management	WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)					
Portfolio Management	IT Service Catalog					
Interactive Video Conferencing	Zoom cloud					
Digital Object Management	Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool					
Website locations of technology policies/plans						
Integrity and security of data	https://www.maine.edu/board-of-trustees/policy-manual/section-901/					
Privacy of individuals	https://www.maine.edu/privacy-policy/					
Appropriate use	https://www.maine.edu/apls/apl-vi-h/					
Disaster and recovery plan	in development					
Technology replacement	https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRIHkYJAlzfjKT6pBmuIsjfUjQ/edit					
Please enter any explanatory notes in the box below						
Data in Standard 7.7 are systemwide and not disaggregated by institution State of IT Report https://wpsites.maine.edu/stateofitreport/ IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home A few notes about the Course Management numbers:						

Standard Seven: University of Maine at Augusta

Standard 7: Institutional Resources					
(Physical Resources)					

Campus location		Serviceable Buildings		Assignable Square Feet (000)		
	Main campus	15		222,679		
	Other U.S. locations	11		145,940		
	International locations	0		0		

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Revenue ($000)						
	Capital appropriations (public institutions)	$43,157	$366,364	$835,621	$2,005,324	$128,052
	Operating budget	$1,070,452	$1,551,698	$1,439,830	$812,146	$1,249,428
	Gifts and grants	$13,623	$4,659	$75,129	$446,263	$2,855,230
	Debt	$254,767	$80,906	$91,876	$2,537	$0
	Total	$1,382,000	$2,003,627	$2,442,456	$3,266,271	$4,232,710
Expenditures ($000)						
	New Construction	$0	$0	$0	$0	$0
	Renovations, maintenance and equipment	$1,127,232	$1,924,728	$2,040,892	$3,224,194	$4,332,710
	Technology	$254,767	$78,899	$401,564	$42,076	$0
	Total	$1,382,000	$2,003,627	$2,442,456	$3,266,271	$4,332,710

Assignable square feet (000)		Main campus	Off-campus	Total
	Classroom	21,519	18,119	39,638
	Laboratory	26,242	12,014	38,256
	Office	71,147	40,324	111,471
	Study	11,759	6,358	18,117
	Special	1,566	10,188	11,754
	General	12,951	10,605	23,556
	Support	6,902	14,700	21,602
	Residential	0	0	0
	Other	29,593	26,288	55,881

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Handley Hall	Classroom/Office	31,510.00	$1,539,160	2012

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
N/A				

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Randall Student Center welcome center	Student Support	12,500.00	$2,062,682	2022
College Center renovations	Dental Clinic/Classroom	10,000.00	$2,856,005	2012
Lewiston Hall renovation	3rd Floor Remodel and Elevator	8,900.00	$1,999,597	2018

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Katz HVAC	Modernize heating and ventilation	N/A	$1,100,000	2023
Handley Hall HVAC	Modernize heating and ventilation	N/A	$1,200,000	2023

Please enter any explanatory notes in the box below

Standard Seven: University of Maine at Farmington

		3 Years Prior (FY 2019)			2 Years Prior (FY 2020)			1 Year Prior (FY 2021)			Current Year (FY 2022)		
Standard 7: Institutional Resources (Headcount of Employees by Occupational Category)													
		FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff		119	53	172	117	59	176	118	50	168	110	64	174
Research Staff		0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff		0	0	0	0	0	0	0	0	0	0	0	0
Librarians		2	0	2	2	0	2	2	0	2	2	0	2
Library Technicians		0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff		0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs		19	4	23	19	4	23	18	3	21	18	1	19
Management Occupations		19	0	19	19	0	19	29	0	29	21	0	21
Business and Financial Operations		14	2	16	14	0	14	12	1	13	14	3	17
Computer, Engineering and Science		0	0	0	1	0	1	1	0	1	3	0	3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media		27	9	36	29	14	43	25	13	38	28	16	44
Healthcare Practitioners and Technical		4	1	5	4	1	5	3	0	3	3	1	4
Service Occupations		42	29	71	46	25	71	39	11	50	44	7	51
Sales and Related Occupations		0	0	0	0	0	0	0	0	0	0	1	1
Office and Administrative Support		41	10	51	41	9	50	39	19	58	36	18	54
Natural Resources, Construction, Maintenance		18	0	18	17	0	17	15	0	15	14	0	14
Production, Transportation, Material Moving		0	0	0	0	0	0	0	0	0	0	0	0
Graduate Assistants		0	4	4	0	3	3	0	1	1	0	0	
Total		**305**	**112**	**417**	**309**	**115**	**424**	**301**	**98**	**399**	**293**	**111**	**404**

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

Please enter any explanatory notes in the box below

Standard Seven: University of Maine at Farmington

	Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
	Fiscal Year ends - month & day: (06/30)	ears Prior **(FY 2019)**	ar Prior **(FY 2020)**	**Most Recent Year (FY**	nt Change **2 yrs-1 yr prior**	**1 yr-most**
	ASSETS (in 000s)					
?	Cash and Short Term Investments	($2,127)	($2,811)	($6,767)	32.2%	140.7%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$3,478	$2,637	$4,846	-24.2%	83.8%
?	Contributions Receivable, Net	$31	$938	$32	2925.8%	-96.6%
?	Inventory and Prepaid Expenses	$144	$110	$111	-23.6%	0.9%
?	Long-Term Investments	$15,177	$14,761	$18,042	-2.7%	22.2%
?	Loans to Students	$2,017	$1,653	$1,304	-18.0%	-21.1%
?	Funds held under bond agreement	$55	$18	$0	-67.3%	-100.0%
?	Property, plants, and equipment, net	$53,636	$52,917	$50,821	-1.3%	-4.0%
?	Other Assets				-	-
	Total Assets	**$72,411**	**$70,223**	**$68,389**	**-3.0%**	**-2.6%**
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$717	$813	$669	13.4%	-17.7%
?	Deferred revenue & refundable advances	$2,775	$2,896	$2,826	4.4%	-2.4%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$335	$0	$0	-100.0%	-
?	Long-term investments	$14,893	$13,610	$12,398	-8.6%	-8.9%
?	Refundable government advances	$2,137	$1,573	$1,311	-26.4%	-16.7%
?	Other long-term liabilities	$6,239	$5,922	$2,410	-5.1%	-59.3%
	Total Liabilities	**$27,096**	**$24,814**	**$19,614**	**-8.4%**	**-21.0%**
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$27,963**	**$26,745**	**$27,943**	-4.4%	4.5%
?	Foundation				-	-
	Total	**$27,963**	**$26,745**	**$27,943**	**-4.4%**	**4.5%**
	Temporarily restricted net assets					
	Institutional	**$8,885**	**$10,127**	**$12,210**	14.0%	20.6%
?	Foundation				-	-
	Total	**$8,885**	**$10,127**	**$12,210**	**14.0%**	**20.6%**
	Permanently restricted net assets					
	Institutional	**$8,467**	**$8,537**	**$8,622**	0.8%	1.0%
?	Foundation				-	-
	Total	**$8,467**	**$8,537**	**$8,622**	**0.8%**	**1.0%**
	Total Net Assets	**$45,315**	**$45,409**	**$48,775**	**0.2%**	**7.4%**
	TOTAL LIABILITIES and NET ASSETS	**$72,411**	**$70,223**	**$68,389**	**-3.0%**	**-2.6%**

Please enter any explanatory notes in the box below

FY20 and FY21 reflect the adoption of GASB Statement 84, "Fiduciary Activities" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented.

Line 19 above for deferred revenue & refundable advances includes deferred inflows of $1,848; $1,694; and $1,774 for the respective years FY19, FY20, and FY21.

Line 26 above for other long-term liabilities represents a funding obligation to the System Office of the University of Maine System for the University of Maine at Farmington's share of the impact of implementating GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions".

Standard Seven: University of Maine at Farmington

	Standard 7: Institutional Resources (Statement of Revenues and Expenses)					
	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$19,803	$19,185	$18,104	$17,958	$16,952
?	Room and board	$8,559	$6,624	$5,666	$7,521	$9,791
?	Less: Financial aid	-$8,886	-$8,684	-$8,566	-$9,996	-$9,500
	Net student fees	$19,476	$17,125	$15,204	$15,483	$17,243
?	Government grants and contracts	$6,035	$6,390	$6,755	$6,923	$7,300
?	Private gifts, grants and contracts	$249	$295	$412	$278	$300
?	Other auxiliary enterprises	$202	$220	$396	$324	$325
	Endowment income used in operations					
?	Other revenue (specify): Interest Income on Loans	$57	$54	$48	$44	$43
	Other revenue (specify): Educational Sales and Services	$1,311	$1,287	$513	$782	$900
	Other revenue (specify): Indirect Costs	$211	$251	$332	$341	$225
	Net assets released from restrictions					
	Total Operating Revenues	**$27,541**	**$25,622**	**$23,660**	**$24,175**	**$26,336**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$19,058	$18,511	$18,306	$16,835	$16,690
?	Research	$526	$824	$1,335	$1,382	$1,350
?	Public Service	$1,014	$1,091	$1,074	$1,086	$1,118
?	Academic Support	$2,989	$3,093	$3,487	$3,352	$3,452
?	Student Services	$5,341	$5,601	$5,109	$5,860	$6,036
?	Institutional Support	$4,471	$4,598	$4,291	$4,426	$4,558
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$3,107	$3,314	$3,122	$3,257	$3,275
?	Scholarships and fellowships (cash refunded by public institution)	$1,951	$3,305	$3,281	$3,829	$3,638
?	Auxiliary enterprises	$7,600	$6,846	$6,021	$6,273	$6,250
?	Depreciation (if not allocated)	$2,577	$2,571	$2,578	$2,827	$2,715
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$48,634**	**$49,754**	**$48,604**	**$49,127**	**$49,082**
	Change in net assets from operations	**-$21,093**	**-$24,132**	**-$24,944**	**-$24,952**	**-$22,746**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$12,672**	**$13,535**	**$13,131**	**$13,951**	**$14,522**
?	Investment return	**$45**	**$52**	**$1**	**$1**	**$5**
?	Interest expense (public institutions)	**-$415**	**-$393**	**-$367**	**-$349**	**-$350**
	Gifts, bequests and contributions not used in	$1,304	$2,516	$812	$275	$500
?	Other (specify): Noncapital transfers from system/other campuses	$456	$1,318	$3,932	$5,500	$2,900
	Other (specify): Endowment Income Distributed for Operations	$598	$638	$659	$669	$670
	Other (specify): Federal Pell Grants	$3,823	$3,711	$3,415	$3,128	$3,125
	Other (specify): Coronavirus Relief Funding	$0	$1,985	$3,030	$2,040	$0
	Net non-operating revenues	**$18,483**	**$23,362**	**$24,613**	**$25,215**	**$21,372**
	Income before other revenues, expenses, gains, or losses	**-$2,610**	**-$770**	**-$331**	**$263**	**-$1,374**
?	Capital appropriations (public institutions)	**$1,391**	**$1,279**	**$578**	**$831**	**$2,825**
	Other (specify): Capital grants and gifts	$1	$7	$0	$0	$1,600
	Other (specify): Endowment return net of amount used for operations	-$217	-$484	$3,197	-$980	-$670
	Other (specify): Additions to endowments	$1,192	$70	$85	$67	$50
	Other (specify): Gain (loss) on disposal of capital assets	$0	$0	-$156	$0	$0
?	Other (specify): Capital transfers from system/other campuses	$364	-$8	-$7	-$7	$0
	TOTAL INCREASE/DECREASE IN NET	**$121**	**$94**	**$3,366**	**$174**	**$2,431**

		Standard 7: Institutional Resources				
		(Statement of Debt)				
FISCAL YEAR ENDS month & day (06/30)		**Years Prior (FY2019)**	**2 Years Prior (FY2020)**	**Most Recently Completed Year (FY 2021)**	**Current Year (FY 2022)**	**Next Year Forward (FY 2023)**
		Long-term Debt				
		Beginning balance	$16,107	$14,893	$13,610	$12,398	$11,263
		Additions	$93	$154	$0	$0	$0
	?	Reductions	($1,307)	($1,437)	($1,212)	($1,135)	($1,057)
		Ending balance	**$14,893**	**$13,610**	**$12,398**	**$11,263**	**$10,206**
		Interest paid during fiscal year	$634	$586	$532	$454	$389
		Current Portion	$1,430	$1,216	$1,219	$1,225	$1,230
		Bond Rating	See below	See below	See below	See below	See below
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-1.26	-0.43	-0.19	0.16	-0.85
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.33	0.30	0.25	0.23	0.20
		Debt to Assets Ratio Long-term Debt / Total Assets	0.21	0.19	0.18		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is comprised of small capital leases, tax-exempt bonds payable, obligations under a master lease-purchase agreement, and a loan from the System Office. The University of Maine at Farmington is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Maine at Farmington and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Maine at Farmington is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

Standard Seven: University of Maine at Farmington

Standard 7: Institutional Resources (Supplemental Data)					
FISCAL YEAR ENDS month & day (06/30)	**Years Prior (FY2019)**	**2 Years Prior (FY2020)**	**Most Recently Completed Year (FY 2021)**	**Current Year (FY 2022)**	**Next Year Forward (FY 2023)**
NET ASSETS					
Net assets beginning of year	$45,194	$45,315	$45,409	$48,775	$48,949
Total increase/decrease in net assets	$121	$94	$3,366	$174	$2,431
Net assets end of year	**$45,315**	**$45,409**	**$48,775**	**$48,949**	**$51,380**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$4,993	$5,053	$4,783	$5,682	$5,461
Federal, state and private grants	$5,057	$5,958	$5,923	$6,895	$6,450
Restricted funds	$787	$978	$1,141	$1,248	$1,227
Total	**$10,837**	**$11,989**	**$11,847**	**$13,825**	**$13,138**
% Discount of tuition and fees	54.7%	62.5%	65.4%	77.0%	77.5%
? % Unrestricted discount	25.2%	26.3%	26.4%	31.6%	32.2%
Net Tuition Revenue per FTE	$6,347	$6,314	$6,962	$7,751	$5,744
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.

Please enter any explanatory notes in the box below.

Standard Seven: University of Maine at Farmington

			Most Recently Completed Year		Next Year Forward
Standard 7: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (06/30)	**Years Prior (FY2019)**	**2 Years Prior (FY2020)**	**Year (FY 2021)**	**urrent Year (FY 2022)**	**Next Year Forward (FY 2023)**
CASH FLOW					
Cash and Cash Equivalents beginning of year		($2,127)	($2,811)		
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents end of year	($2,127)	($2,811)	($6,767)		
LIQUIDITY RATIOS					
Current Assets	$1,241	$705	($2,015)		
Current Liabilities	$3,398	$3,228	$2,940		
Current Ratio	**0.37**	**0.22**	**-0.69**	**0.00**	**0.00**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	**See note below**	**See note below**	**See note below**	**See note below**	**See note below**

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine at Farmington's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine at Farmington and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the yrear received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine at Farmington does not need to seek approval from the State of Maine to utilize its own reserves.

Please enter any explanatory notes in the box below.

Standard Seven: University of Maine at Farmington

Standard 7: Institutional Resources (Information Resources)					
	3 Years Prior	**2 Years Prior**	**Most Recently Completed Year**	**Current Year**	**Next Year Forward (goal)**
	FY 2019	**FY 2020**	**FY 2021**	**FY 2022**	**FY 2023**
Total Expenditures					
Materials	$111,344	$114,832	$104,178	$104,943	$109,140
Salaries & wages (permanent staff)	$299,518	$296,063	$306,553	$332,013	$341,974
Salaries & wages (student employees)	$5,000	$5,750	$6,325	$6,325	$6,515
Other operating expenses	$35,176	$30,472	$27,369	$26,566	$27,894
Expenditures/FTE student					
Materials	$67.85	$72.72	$69.27	$73.03	$70
Salaries & wages (permanent staff)	$182.52	$187.50	$203.83	$231.05	$231
Salaries & wages (student employees)	$3.05	$3.64	$4.21	$4.40	$4
Other operating expenses	$21.44	$19.30	$18.20	$18.49	$18
Collections					
Percent available physically	13%	8%	9%	9%	8%
Percent available electronically	87%	93%	91%	91%	92%
Number of digital repositories	188	1	1	1	1
Personnel (FTE)					
Librarians - main campus	3	3	3	3	3
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	3	3	3	3	3
Other library personnel - branch/other locations	1	1	1	1	1
Availability/attendance					
[?] Hours of operation/week main campus	88	88	88	88	88
Hours of operation/week branch/other locations	40	40	40	40	40
[?] **Consortia/Partnerships**					
URSUS Library Consortia (includes the University of Maine System Libraries, Bangor Public Library, Maine State Library, Maine State Law and Legislative Library)					
Farmington Public Library					
Maine InfoNet (a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural, educational, and economic development of Maine) http://www.maineinfonet.org/					
Maine Shared Collections Cooperative comprises more than 35 Maine libraries plus Maine InfoNet; together these libraries implement a shared approach to the management of print collections in the state. http://www.maineinfonet.org/mscs/					
WALDO (Westchester Academic Library Directors Organization) is a membership organization supporting the procurement and administration of electronic information services for more than 1,000 libraries.					
URL of most recent library annual report:	N/A				
Please enter any explanatory notes in the box below					
See Form 4.5 for data about Information Literacy					

Standard 7: Institutional Resources
(Technological Resources)

		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
		(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
?	**Course management system**	D2L Brightspace				
	Number of classes using the system	13,355	17,199	20,424	15,279	18,814
	Bandwidth					
	On-campus network	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
	Off-campus access	Yes	Yes	Yes	Yes	Yes
?	commodity internet (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
?	high-performance networks (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
?	Wireless protocol(s)	802.11ac	802.11ac	802.11ac	802.11ax	802.11ax
	Typical classroom technology					
	Main campus	https://docs.google.com/spreadsheets/d/1PdBADcLvguv0QssjjqMqwhuKSDEpyy0eYulfb8epwc8/				
	Branch/other locations					
	Software systems and versions					
	Students	PeopleSoft 9.2 PUM 24				
	Finances	PeopleSoft 9.2 PUM 41				
	Human Resources	PeopleSoft 9.2 PUM 40				
	Advancement	Ellucian Advance Web 2018 and starting to implement a new system based on Ascend/Salesforce				
	Library	Library Software Programs: https://docs.google.com/spreadsheets/d/192nOjSYLKBL2Q-DNmgUatHcGCw858o8ZGTZiGxV8NQl/				
	Website Management	WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)				
	Portfolio Management	IT Service Catalog: https://itservices.maine.edu/				
	Interactive Video Conferencing	Zoom Cloud				
	Digital Object Management	Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool.				
	Website locations of technology policies/plans					
	Integrity and security of data	https://www.maine.edu/board-of-trustees/policy-manual/section-901/				
	Privacy of individuals	https://www.maine.edu/privacy-policy/				
	Appropriate use	https://www.maine.edu/apls/apl-vi-h/				
	Disaster and recovery plan	In development				
	Technology replacement	https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRIHkYJAlzfjKT6pBmuIsjfUjQ/edit				
	Please enter any explanatory notes in the box below					

State of IT Report https://wpsites.maine.edu/stateofitreport/
IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home
A few notes about the Course Management numbers:
1. These totals are based on the number of course shells that had at least one login to them - this is somewhat imperfect as a measurement, but because we create course shells for all courses in our Student Information System, we cannot look to courses that have been created as a measuring stick for "usage." Used courses would be made available by their instructor or campus admins, but that setting is fluid and changes over time, meaning it is also an unreliable measure of whether or not a course was in use in the LMS at any given point in time.
2. We only included courses that were "real" courses created from the Student Information System (ie no sandboxes or development courses)
3. Summer term was included as a "trailer" - for example, FY20 includes courses that would have run from May 2020-August 2020 (technically spanning FY20+21)
4. Because we only imported courses from Blackboard into Brightspace that had content in them, we were able to infer numbers for the courses from prior to Fall 2020 when we launched Brightspace, which are included in the totals for FY19-FY21

Standard Seven: University of Maine at Farmington

Standard 7: Institutional Resources							
(Physical Resources)							
Campus location		Serviceable Buildings		Assignable Square Feet (000)			
Main campus		39		461,926			
Other U.S. locations		0		0			
International locations		N/A		N/A			
				3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
				(FY 2019)	(FY 22020)	(FY2021)	(FY2022)	(FY2023)
Revenue ($000)								
Capital appropriations (public institutions)				$1,391	$1,279	$578	$831	$2,825
Operating budget				$3,107	$3,314	$3,122	$3,257	$3,275
Gifts and grants				$6,284	$6,685	$7,167	$7,201	$7,600
Debt				$14,893	$13,610	$12,398	$11,263	$10,206
Total				$25,675	$24,888	$23,265	$22,552	$23,906
Expenditures ($000)								
New Construction				$0	$0	$0	$0	$0
Renovations, maintenance and equipment				$1,594	$1,914	$665	$969	$4,727
Technology				$147	$225	$328	$119	$85
Total				$1,741	$2,139	$993	$1,088	$4,812

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	62,755	0	62,755
Laboratory	0	0	0
Office	84,429	0	84,429
Study	18,239	0	18,239
Special	123,021	0	123,021
General	16,145	0	16,145
Support	0	0	0
Residential	154,074	0	154,074
Other	3,263	0	3,263

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Central Heat Plant	Infrastructure	5,888	$11,100	2016

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
N/A				

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Dearborn Gym	Other	29,889	$1,200	2014
Dearborn Gym / Alumni Theater	Other	29,889	$875	2019
Ricker Hall Science Lab	Academic	19,936	$759	2016

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Early Childhood Education Center	Academic	10,000	$3,200	2023
Lockwood Hall	Residential	29,098	$550	2022
Purington Hall	Residential	36,344	$5,000	2024
Merrill Hall	Administrative/Academic	41,374	$500	2023
Lockwood Hall	Residential	29,098	$1,300	2025
Fitness and Recreation Center	Other	42,493	$925	2023
Trane ESCO	Infrastructure	TBD	$12,500	2024

Please enter any explanatory notes in the box below

There are numerous projects under the $500,000 level that will happen in the next several years to address infrastructure and defered maintenance needs.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2019, Fall '18)			2 Years Prior (FY 2020, Fall '19)			1 Year Prior (FY 2021, Fall '20)			Current Year (FY 2022, Fall '21)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	31	53	84	32	54	86	31	47	78	28	50	78
Research Staff	0	0	0	0	0	0	0	0	0			0
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	3	0	3	3	0	3	1	0	1			0
Library Technicians	0	0	0	0	0	0	0	0	0			0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0			0
Student and Academic Affairs	9	12	21	15	1	16	9	10	19	8	1	9
Management Occupations	11	0	11	8	0	8	12	0	12	14		14
Business and Financial Operations	7	0	7	6	1	7	6	1	7	6		6
Computer, Engineering and Science	1	0	1	1	0	1	1	0	1	1		1
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	8	2	10	8	2	10	11	0	11	12	4	16
Healthcare Practitioners and Technical	1	0	1	1	0	1	0	0	0	1		1
Service Occupations	16	0	16	15	0	15	15	0	15	14		14
Sales and Related Occupations	1	0	1	1	0	1	1	0	1	1		1
Office and Administrative Support	19	2	21	17	1	18	16	1	17	15	2	17
Natural Resources, Construction, Maintenance	4	0	4	4	1	5	4	0	4	5	1	6
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0			0
Total	111	69	180	111	60	171	107	59	166	105	58	163

Please enter any explanatory notes in the box below

Standard Seven: University of Maine at Fort Kent

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
			Most	**ent Change**	
	ars Prior	**r Prior**	**Recent**	**2 yrs-1 yr prior**	**1 yr-most**
Fiscal Year ends - month & day: (6 / 30)	**(FY 19)**	**(FY 20)**	**Year (FY21)**	**recent**	
ASSETS (in 000s)					
? Cash and Short Term Investments	$913	$2,586	$2,610	183.2%	0.9%
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	$1,668	$1,401	$2,738	-16.0%	95.4%
? Contributions Receivable, Net	$0	$0	$0	-	-
? Inventory and Prepaid Expenses	$39	$46	$45	17.9%	-2.2%
? Long-Term Investments	$4,193	$1,539	$1,873	-63.3%	21.7%
? Loans to Students	$439	$356	$233	-18.9%	-34.6%
? Funds held under bond agreement	$53	$0	$0	-100.0%	-
? Property, plants, and equipment, net	$20,070	$19,429	$20,775	-3.2%	6.9%
? Other Assets				-	-
Total Assets	**$27,375**	**$25,357**	**$28,274**	-7.4%	11.5%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$300	$302	$1,017	0.7%	236.8%
? Deferred revenue & refundable advances	$374	$399	$501	6.7%	25.6%
? Due to state				-	-
? Due to affiliates				-	-
? Annuity and life income obligations				-	-
? Amounts held on behalf of others	$2,793	$0	$0	-100.0%	-
? Long-term investments	$7,089	$6,475	$5,795	-8.7%	-10.5%
? Refundable government advances	$554	$386	$249	-30.3%	-35.5%
? Other long-term liabilities	$2,108	$2,001	$814	-5.1%	-59.3%
Total Liabilities	**$13,218**	**$9,563**	**$8,376**	-27.7%	-12.4%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$10,774**	**$12,411**	**$16,474**	15.2%	32.7%
? Foundation				-	-
Total	**$10,774**	**$12,411**	**$16,474**	15.2%	32.7%
Temporarily restricted net assets					
Institutional	**$2,359**	**$2,359**	**$2,399**	0.0%	1.7%
? Foundation				-	-
Total	**$2,359**	**$2,359**	**$2,399**	0.0%	1.7%
Permanently restricted net assets					
Institutional	**$1,024**	**$1,024**	**$1,025**	0.0%	0.1%
? Foundation				-	-
Total	**$1,024**	**$1,024**	**$1,025**	0.0%	0.1%
? **Total Net Assets**	**$14,157**	**$15,794**	**$19,898**	11.6%	26.0%
TOTAL LIABILITIES and NET ASSETS	**$27,375**	**$25,357**	**$28,274**	-7.4%	11.5%

Please enter any explanatory notes in the box below

FY20 and FY21 reflect the adoption of GASB Statement 84, "Fiduciary Activities" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented.
Line 19 above for deferred revenue & refundable advances includes deferred inflows of $133; $122; and $155 for the respective years FY19, FY20, and FY21.
Line 26 above for other long-term liabilities represents a funding obligation to the System Office of the University of Maine System for the University of Maine at Fort Kent's share of the impact of implementing GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions".

Standard Seven: University of Maine at Fort Kent

Standard 7: Institutional Resources (Statement of Revenues and Expenses)						
Fiscal Year ends - month& day: (6 / 30)	Years Prior (FY 19)	Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)	
OPERATING REVENUES (in 000s)						
Tuition and fees	$8,681	$8,188	$7,613	$6,825	$7,049	
Room and board	$1,392	$1,124	$1,108	$1,176	$1,236	
Less: Financial aid	-$3,069	-$2,979	-$2,383	-$2,886	-$2,822	
Net student fees	$7,004	$6,333	$6,338	$5,115	$5,463	
Government grants and contracts	$1,046	$963	$804	$667	$666	
Private gifts, grants and contracts	$12	$94	$30	$0	$0	
Other auxiliary enterprises	$136	$159	$119	$78	$93	
Endowment income used in operations						
Other revenue (specify): Interest income on loans	$12	$9	$50	$32	$32	
Other revenue (specify): Educational sales and se	$595	$441	$353	$317	$307	
Other revenue (specify):Indirect costs	$38	$49	$22	$38	$43	
Net assets released from restrictions						
Total Operating Revenues	**$8,843**	**$8,048**	**$7,716**	**$6,247**	**$6,604**	
OPERATING EXPENSES (in 000s)						
Instruction	$5,001	$5,157	$4,803	$4,248	$4,651	
Research	$189	$166	$103	$13	$13	
Public Service	$509	$547	$469	$306	$352	
Academic Support	$1,608	$1,772	$1,819	$1,918	$1,967	
Student Services	$2,896	$3,017	$2,970	$3,198	$3,477	
Institutional Support	$2,692	$2,118	$2,600	$2,815	$2,840	
Fundraising and alumni relations						
Operation, maintenance of plant (if not allocated	$1,808	$1,979	$1,997	$2,009	$2,642	
Scholarships and fellowships (cash refunded by public institution)	$969	$1,094	$989	$912	$912	
Auxiliary enterprises	$1,406	$1,354	$1,419	$1,065	$1,756	
Depreciation (if not allocated)	$949	$954	$979	$1,011	$1,060	
Other expenses (specify):						
Other expenses (specify):						
Total operating expenditures	**$18,027**	**$18,158**	**$18,148**	**$17,495**	**$19,670**	
Change in net assets from operations	**-$9,184**	**-$10,110**	**-$10,432**	**-$11,248**	**-$13,066**	
NON OPERATING REVENUES (in 000s)						
State appropriations (net)	$6,999	$8,066	$7,900	$8,588	$8,737	
Investment return	$31	$22	$0	$0	$0	
Interest expense (public institutions)	-$188	-$179	-$168	-$194	-$176	
Gifts, bequests and contributions not used in operations	$201	$171	$165	$55	$55	
Other (specify): Noncapital transfers from system/other campuses	$340	$1,179	$1,536	$1,697	$2,635	FY22: Transfers, adjusted for HEERF, Plant, Debt. FY23 includes Budget Stabilization Funds
Other (specify): Endowment Income Distributed for Operations	$68	$67	$69	$69	$69	estimating same as FY21
Other (specify): Federal Pell grants	$1,832	$1,541	$1,309	$987	$1,056	FY22: March YTD+%increase Mar-Jun SALY. FY23: same%increase as net student fees.
Other (specify): Coronavirus relief funding	$0	$563	$1,387	$263	$264	assumed full usage of institutional and SIP funds, split evenly between years.
Net non-operating revenues	**$9,283**	**$11,430**	**$12,198**	**$11,465**	**$12,640**	
Income before other revenues, expenses, gains, or losses	**$99**	**$1,320**	**$1,766**	**$217**	**-$426**	
Capital appropriations (public institutions)	$25	$212	$1,864	$718	$310	FY22: $686 EAC+$32debt service. FY23: $278 remaining EAC+$32debt service.
Other (specify): Capital grants and gifts	$0	$0	$0	$0	$0	
Other (specify): Endowment return net of amount used for operations	-$27	-$51	$332	$96	-$69	FY22: STATS2@Feb Funds 11/21/31.FY23: negative, "just enough endowment returns to cover what we are using for operations"
Other (specify): Additions to endowments	$3	$0	$1	$3	$3	
Other (specify): Gain (loss) on disposal of capital	$36	$0	-$10	$0	$0	
Other (specify): Capital transfers from system/other campuses	$13	$156	$151	$0	$0	not yet engaged for Space Reduction Initiative monies in FY22 nor FY23
TOTAL INCREASE/DECREASE IN NET ASSETS	**$149**	**$1,637**	**$4,104**	**$1,034**	**-$182**	(note: FY23 decrease in assets is approximately the decrease in net endowment income FY22 to FY23)
						(also note: FY23 functional costs include FY23 budgeted positions intended to fill - some may not come to fruition)

Standard Seven: University of Maine at Fort Kent

Standard 7: Institutional Resources (Statement of Debt)						
FISCAL YEAR ENDS month & day (6 / 30)		Years Prior (FY19)	2 Years Prior (FY20)	Most Recently Completed Year (FY21)	Current Year (FY22)	Next Year Forward (FY23)
		Long-term Debt					
		Beginning balance	$7,698	$7,089	$6,475	$5,795	$5,165
		Additions	$30	$55	$0	$0	$0
?		Reductions	($639)	($669)	($680)	($630)	($564)
		Ending balance	**$7,089**	**$6,475**	**$5,795**	**$5,165**	**$4,601**
		Interest paid during fiscal year	$252	$237	$220	$194	$176
		Current Portion	$666	$685	$694	$564	$575
		Bond Rating	See below	See below	See below	See below	See below
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	0.11	1.43	1.93	0.29	-0.57
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.50	0.41	0.29	0.25	0.22
		Debt to Assets Ratio Long-term Debt / Total Assets	0.26	0.26	0.21		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is comprised of small capital leases, tax-exempt bonds payable, obligations under a master lease-purchase agreement, and a loan from the System Office. The University of Maine at Fort Kent is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Maine at Fort Kent and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Maine at Fort Kent is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

There are no plans at this time to borrow funds in the future.

	Standard 7: Institutional Resources (Supplemental Data)				
FISCAL YEAR ENDS month & day (6/30)	**Years Prior (FY 19)**	**2 Years Prior (FY 20)**	**Most Recently Completed Year (FY 21)**	**Current Year (FY 22)**	**Next Year Forward (FY 23)**
NET ASSETS					
Net assets beginning of year	$14,008	$14,157	$15,794	$19,898	$20,932
Total increase/decrease in net assets	$149	$1,637	$4,104	$1,034	($182)
Net assets end of year	**$14,157**	**$15,794**	**$19,898**	**$20,932**	**$20,750**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$1,573	$1,637	$1,147	$1,181	$1,173
Federal, state and private grants	**$2,276**	**$2,264**	**$2,031**	**$2,337**	**$2,337**
Restricted funds	**$189**	**$172**	**$194**	**$203**	**$203**
Total	**$4,038**	**$4,073**	**$3,372**	**$3,721**	**$3,713**
% Discount of tuition and fees	46.5%	49.7%	44.3%	54.5%	52.7%
? % Unrestricted discount	18.1%	20.0%	15.1%	17.3%	16.6%
Net Tuition Revenue per FTE					
? FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:					
The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.					
Please enter any explanatory notes in the box below.					

Standard Seven: University of Maine at Fort Kent

FISCAL YEAR ENDS month & day (6 / 30)	Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	urrent Year (FY 22)	Next Year Forward (FY 23)
Standard 7: Institutional Resources					
(Liquidity)					
(Liquidity)					
CASH FLOW					
Cash and Cash Equivalents beginning of year		$913	$2,586		
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing Activities	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents end of year	**$913**	**$2,586**	**$2,610**	**$0**	**$0**
LIQUIDITY RATIOS					
Current Assets	$2,620	$3,846	$4,505		
Current Liabilities	$1,397	$1,264	$2,058		
Current Ratio	**1.88**	**3.04**	**2.19**	**0.00**	**0.00**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	See note below	See note below	See note below	See note below	See note below

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine at Fort Kent's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine at Fort Kent and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations?   If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Please enter any explanatory notes in the box below.

Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the yrear received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine at Fort Kent does not need to seek approval from the State of Maine to utilize its own reserves.

	Standard 7: Institutional Resources (Information Resources)				
	3 Years Prior	**2 Years Prior**	**Most Recently Completed Year**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
Total Expenditures					
Materials	$48,595	$44,215	$36,323	$9,613	$44,000
Salaries & wages (permanent staff)	$149,426	$136,068	$140,064	$39,919	$144,266
Salaries & wages (student employees)	$30,600	$30,600	$30,038	$11,701	$30,038
Other operating expenses	$22,542	$21,703	$1,815	$604	$1,500
Expenditures/FTE student	957	845	816	718	718
Materials	$50.78	$52.33	$44.51	$13.39	$53
Salaries & wages (permanent staff)	$156.14	$161.03	$171.65	$55.60	$201
Salaries & wages (student employees)	$31.97	$36.21	$36.81	$16.30	$37
Other operating expenses	$23.55	$25.68	$2.22	$0.84	$3
Collections					
Percent available physically	8%	10%	14%	14%	15%
Percent available electronically	92%	90%	86%	86%	88%
Number of digital repositories	0	0	0	0	0
Personnel (FTE)					
Librarians - main campus	3	3	1	1	1
Librarians - branch /other locations					
Other library personnel - main campus	2	2	2	2	2
Other library personnel - branch/other locations					
Availability/attendance			fall--spring		
⁉ Hours of operation/week main campus	91	91	91--83	83	83
Hours of operation/week branch/other locations					
⁉ **Consortia/Partnerships**					
URSUS - : University Resources Serving Users State-wide					
Includes the following:					
All the University of Maine System's campus libraries, Bangor Public Library, Maine State Library, and Law & Legislative					
URL of most recent library annual report					
https://internal.umfk.edu/library/about/annreports/LibraryAnnualReport2021Complete.pdf					
Please enter any explanatory notes in the box below					

Collections: In FY2021 the number of electronic books dropped by almost half, hence the sudden rise in percentage numbers for print collections. In addition, in previous reports (specifically in the IPEDS/ACRL reports) the number of ebooks accessible through the system was not included in the overall ebook collection due to the inability to remove hathitrust collections as directed by the ACRL survey. However, in FY2021, we are certain that there are no hathitrust materials. To be able to compare correctly from FY2019 to FY2021, the collection numbers in this report include now ebooks collection from the system. Librarians FTE for FY21 is 1.25. However going forward it will be 1.

See Form 4.5 for data about Information Literacy

Standard Seven: University of Maine at Fort Kent

		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	**?** Next Year Forward (goal)
Standard 7: Institutional Resources						
(Technological Resources)						
		(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
? **Course management system**	D2L Brightspace					
Number of classes using the system		13,355	17,199	20,424	15,279	
Bandwidth						
On-campus network		1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Off-campus access		Yes	Yes	Yes	Yes	Yes
? commodity internet (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? high-performance networks (Mbps)		10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
? Wireless protocol(s)		802.11ac	802.11ac	802.11ac	802.11ax	802.11ax

Typical classroom technology

Main campus	https://docs.google.com/spreadsheets/d/1PdBADcLvguv0QssjjqMqwhuKSDEpyy0eYulfb8epwc8/edit?usp=sharing
Branch/other locations	

Software systems and versions

Students	PeopleSoft 9.2 PUM 24
Finances	PeopleSoft 9.2 PUM 41
Human Resources	PeopleSoft 9.2 PUM 40
Advancement	Ellucian Advance Web 2018 and starting to implement a new system based on Ascend/Salesforce
Library	Systemwide: Innovative Interfaces, Inc and Libguides Library Software Programs
Website Management	WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)
Portfolio Management	IT Service Catalog
Interactive Video Conferencing	Zoom cloud
Digital Object Management	Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool

Website locations of technology policies/plans

Integrity and security of data	https://www.maine.edu/board-of-trustees/policy-manual/section-901/
Privacy of individuals	https://www.maine.edu/privacy-policy/
Appropriate use	https://www.maine.edu/apls/apl-vi-h/
Disaster and recovery plan	in development
Technology replacement	https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRIHkYJAlzfjKT6pBmuIsjfUjQ/edit

Please enter any explanatory notes in the box below

Data in this standard are reported systemwide and not disaggregated by institution.
State of IT Report https://wpsites.maine.edu/stateofitreport/
IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home
A few notes about the Course Management numbers:
1. These totals are based on the number of course shells that had at least one login to them - this is somewhat imperfect as a measurement, but because we create course shells for all courses in our Student Information System, we cannot look to courses that have been created as a measuring stick for "usage." Used courses would be made available by their instructor or campus admins, but that setting is fluid and changes over time, meaning it is also an unreliable measure of whether or not a course was in use in the LMS at any given point in time.
2. We only included courses that were "real" courses created from the Student Information System (ie no sandboxes or development courses)
3. Summer term was included as a "trailer" - for example, FY20 includes courses that would have run from May 2020-August 2020 (technically spanning FY20+21)
4. Because we only imported courses from Blackboard into Brightspace that had content in them, we were able to infer numbers for the courses from prior to Fall 2020 when we launched Brightspace, which are included in the totals for FY19-FY21

Standard Seven: University of Maine at Fort Kent

Standard 7: Institutional Resources (Physical Resources)							
Campus location		Serviceable Buildings		Assignable Square Feet (000)			
Main campus		19			169,734		
Other U.S. locations		1			1,327		
International locations		N/A		N/A			

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)	
	(FY 2)	(FY 2)	(FY 2)	(FY 2)	(FY 2)	
Revenue ($000)						
Capital appropriations (public institutions)	$25	$212	$1,864	$686	$278	Pulled historical from IPEDS Part B Revenues by Source line 20 - verified w/Standard 7.3 data pull from system office. FY22&FY23 is amount expected for EAC project
Operating budget	$633	$599	$785	$770	$681	As per system, treated this as a source of funds used below. $ from UMS, such as Space Reduction, and amounts from prior years, default as operating budget.
Gifts and grants	$0	$0	$0	$0	$0	Pulled historical from IPEDS Part B Revenues by Source line 21 - verified w/Standard 7.3 data pull from system office
Debt	$0	$0	$0	$0	$0	
Total	$658	$811	$2,649	$1,456	$959	
Expenditures ($000)						
New Construction	$1	$186	$1,839	$686	$278	$2,990
Renovations, maintenance and equipment	$614	$594	$719	$770	$681	Fund 18 and 28 project totals plus non-fund18/28 maintenance &equipment (FY23 includes FY22 equipment encumbrances)
Technology	$43	$31	$91	$0	$0	Fund 18 and 28 project totals
Total	$658	$811	$2,649	$1,456	$959	

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	22,959	1,327	24,286
Laboratory	2,937		2,937
Office	28,626		28,626
Study	10,209		10,209
Special	44,421		44,421
General	6,532		6,532
Support	0		0
Residential	49,568		49,568
Other	4,482		4,482

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)
The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Renovations planned for next 5 years (add rows as needed)
The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

Standard Seven: University of Maine at Presque Isle

	Standard 7: Institutional Resources											
	(Headcount of Employees by Occupational Category)											

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			**2 Years Prior**			**1 Year Prior**			**Current Year**		
	(FY 2019)			**(FY 2020)**			**(FY 2021)**			**(FY 2022)**		
	FT	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**	**FT**	**PT**	**Total**
Instructional Staff			0			0			0	35	42	77
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians			0			0			0			0
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs			0			0			0	6		6
Management Occupations			0			0			0	11	2	13
Business and Financial Operations			0			0			0	10	1	11
Computer, Engineering and Science			0			0			0	1		1
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0			0	25	7	32
Healthcare Practitioners and Technical			0			0			0	2		2
Service Occupations			0			0			0	17		17
Sales and Related Occupations			0			0			0			0
Office and Administrative Support			0			0			0	18	5	23
Natural Resources, Construction, Maintenance			0			0			0	8		8
Production, Transportation, Material Moving			0			0			0			0
Total	0	0	0	0	0	0	0	0	0	133	57	190

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources (Statement of Financial Position/Statement of Net Assets)					
Fiscal Year ends - month & day: (/)	ears Prior (FY 2)	ar Prior (FY 2)	Most Recent Year	nt Change 2 yrs-1 yr prior	1 yr-most
ASSETS (in 000s)					
? Cash and Short Term Investments	$3,221	$2,268	$1,753	-29.6%	-22.7%
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	$1,213	$1,081	$1,580	-10.9%	46.2%
? Contributions Receivable, Net	$0	$0	$0	-	-
? Inventory and Prepaid Expenses	$47	$64	$6	36.2%	-90.6%
? Long-Term Investments	$1,324	$1,252	$1,523	-5.4%	21.6%
? Loans to Students	$766	$646	$348	-15.7%	-46.1%
? Funds held under bond agreement	$154	$113	$36	-26.6%	-68.1%
? Property, plants, and equipment, net	$17,442	$17,669	$17,657	1.3%	-0.1%
? Other Assets				-	-
Total Assets	**$24,167**	**$23,093**	**$22,903**	-4.4%	-0.8%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$679	$381	$331	-43.9%	-13.1%
? Deferred revenue & refundable advances	$420	$485	$591	15.5%	21.9%
? Due to state				-	-
? Due to affiliates				-	-
? Annuity and life income obligations				-	-
? Amounts held on behalf of others	$136	$0	$0	-100.0%	-
? Long-term investments	$1,638	$1,577	**$1,418**	-3.7%	-10.1%
? Refundable government advances	$847	$700	$418	-17.4%	-40.3%
? Other long-term liabilities	$2,460	$2,332	$947	-5.2%	-59.4%
Total Liabilities	**$6,180**	**$5,475**	**$3,705**	-11.4%	-32.3%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$15,260**	**$15,320**	**$16,597**	0.4%	8.3%
? Foundation				-	-
Total	**$15,260**	**$15,320**	**$16,597**	0.4%	8.3%
Temporarily restricted net assets					
Institutional	**$2,284**	**$1,855**	**$2,158**	-18.8%	16.3%
? Foundation				-	-
Total	**$2,284**	**$1,855**	**$2,158**	-18.8%	16.3%
Permanently restricted net assets					
Institutional	**$443**	**$443**	**$443**	0.0%	0.0%
? Foundation				-	-
Total	**$443**	**$443**	**$443**	0.0%	0.0%
Total Net Assets	**$17,987**	**$17,618**	**$19,198**	-2.1%	9.0%
TOTAL LIABILITIES and NET ASSETS	**$24,167**	**$23,093**	**$22,903**	-4.4%	-0.8%

Please enter any explanatory notes in the box below

"FY20 and FY21 reflect the adoption of GASB Statement 84, ""Fiduciary Activities"" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented.
Line 19 above for deferred revenue & refundable advances includes deferred inflows of $136; $125; and $162 for the respective years FY19, FY20, and FY21.
Line 26 above for other long-term liabilities represents a funding obligation to the System Office of the University of Maine System for the University of Maine at Presque Isle's share of the impact of implementing GASB 75, ""Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions""."

Standard Seven: University of Maine at Presque Isle

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
Standard 7: Institutional Resources					
(Information Resources)					
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Total Expenditures					
Materials	$40,000	$40,000	$43,666	$47,250	$49,140
Salaries & wages (permanent staff)	$108,735	$112,777	$82,830	$99,912	$103,908
Salaries & wages (student employees)					$0
Other operating expenses	$6,800	$6,012	$3,629	$3,650	$3,796
Expenditures/FTE student					
Materials					
Salaries & wages (permanent staff)					
Salaries & wages (student employees)					
Other operating expenses					
Collections					
Percent available physically	63527	62207	62158	60010	62410.4
Percent available electronically	159418	160922	159719	160325	166738
Number of digital repositories					
Personnel (FTE)					
Librarians - main campus	1	1	1	1	
Librarians - branch /other locations	0	0	0	0	
Other library personnel - main campus	2	2	1	1	
Other library personnel - branch/other locations	0	0	0	0	
Availability/attendance					
[?] Hours of operation/week main campus	66	66	66	66	
Hours of operation/week branch/other locations	0	0	0	0	
[?] **Consortia/Partnerships**					
URSUS Library Consortia (includes the Univ of Maine System Libraries, Bangor Public Library, Maine State Library, Maine State Law and Legislative Library)					
Maine InfoNet (a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural, educational, and economic development of Maine) http://www.maineinfonet.org/					
Maine Shared Collections Cooperative comprises more than 35 Maine libraries plus Maine InfoNet; together these libraries implement a shared approach to the management of print collections in the state. http://www.maineinfonet.org/mscs/					
URL of most recent library annual report:					
Please enter any explanatory notes in the box below					
See Form 4.5 for data about Information Literacy					

Standard Seven: University of Maine at Presque Isle

<table>
<tr><td colspan="7" align="center">Standard 7: Institutional Resources
(Technological Resources)</td></tr>
<tr><td></td><td></td><td>3 Years Prior</td><td>2 Years Prior</td><td>Most Recently Completed Year</td><td>Current Year</td><td>? Next Year Forward (goal)</td></tr>
<tr><td></td><td></td><td>(FY 2019)</td><td>(FY 2020)</td><td>(FY 2021)</td><td>(FY 2022)</td><td>(FY 2023)</td></tr>
<tr><td>? Course management system</td><td colspan="6">D2L (Brightspace)</td></tr>
<tr><td>Number of classes using the system</td><td></td><td>13,355</td><td>17,199</td><td>20,424</td><td>15,279</td><td></td></tr>
<tr><td>Bandwidth</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>On-campus network</td><td></td><td>1 Gbps</td><td>1 Gbps</td><td>1 Gbps</td><td>1 Gbps</td><td>1 Gbps</td></tr>
<tr><td>Off-campus access</td><td></td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td><td>Yes</td></tr>
<tr><td>? commodity internet (Mbps)</td><td></td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td></tr>
<tr><td>? high-performance networks (Mbps)</td><td></td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td><td>10 Gbps</td></tr>
<tr><td>? Wireless protocol(s)</td><td></td><td>802.11ac</td><td>802.11ac</td><td>802.11ac</td><td>802.11ax</td><td>802.11ax</td></tr>
<tr><td>Typical classroom technology</td><td colspan="6"></td></tr>
<tr><td>Main campus</td><td colspan="6">https://docs.google.com/spreadsheets/d/1PdBADcLvguv0QssjjqMqwhuKSDEpyy0eYulfb8epwc8/edit?usp=sharing</td></tr>
<tr><td>Branch/other locations</td><td colspan="6"></td></tr>
<tr><td>Software systems and versions</td><td colspan="6"></td></tr>
<tr><td>Students</td><td colspan="6">PeopleSoft 9.2 PUM 24</td></tr>
<tr><td>Finances</td><td colspan="6">PeopleSoft 9.2 PUM 41</td></tr>
<tr><td>Human Resources</td><td colspan="6">PeopleSoft 9.2 PUM 40</td></tr>
<tr><td>Advancement</td><td colspan="6">Ellucian Advance Web 2018 and starting to implement a new system based on Ascend/Salesforce</td></tr>
<tr><td>Library</td><td colspan="6">Systemwide: Innovative Interfaces, Inc and Libguides Library Software Programs</td></tr>
<tr><td>Website Management</td><td colspan="6">WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)</td></tr>
<tr><td>Portfolio Management</td><td colspan="6">IT Service Catalog</td></tr>
<tr><td>Interactive Video Conferencing</td><td colspan="6">Zoom cloud</td></tr>
<tr><td>Digital Object Management</td><td colspan="6">Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool</td></tr>
<tr><td>Website locations of technology policies/plans</td><td colspan="6"></td></tr>
<tr><td>Integrity and security of data</td><td colspan="6">https://www.maine.edu/board-of-trustees/policy-manual/section-901/</td></tr>
<tr><td>Privacy of individuals</td><td colspan="6">https://www.maine.edu/privacy-policy/</td></tr>
<tr><td>Appropriate use</td><td colspan="6">https://www.maine.edu/apls/apl-vi-h/</td></tr>
<tr><td>Disaster and recovery plan</td><td colspan="6">in development</td></tr>
<tr><td>Technology replacement</td><td colspan="6">https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRlHkYJAlzfjKT6pBmuIsjfUjQ/edit</td></tr>
<tr><td colspan="7">Please enter any explanatory notes in the box below</td></tr>
<tr><td colspan="7">Please enter any explanatory notes in the box below</td></tr>
<tr><td colspan="7">Data in this standard are reported systemwide and not disaggregated by institution.
State of IT Report https://wpsites.maine.edu/stateofitreport/</td></tr>
<tr><td colspan="7">IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home</td></tr>
<tr><td colspan="7">A few notes about the Course Management numbers:</td></tr>
<tr><td colspan="7">1. These totals are based on the number of course shells that had at least one login to them - this is somewhat imperfect as a measurement, but because we create course shells for all courses in our Student Information System, we cannot look to courses that have been created as a measuring stick for "usage." Used courses would be made available by their instructor or campus admins, but that setting is fluid and changes over time, meaning it is also an unreliable measure of whether or not a course was in use in the LMS at any given point in time.</td></tr>
<tr><td colspan="7">2. We only included courses that were "real" courses created from the Student Information System (ie no sandboxes or development courses)</td></tr>
<tr><td colspan="7">3. Summer term was included as a "trailer" - for example, FY20 includes courses that would have run from May 2020-August 2020 (technically spanning FY20+21)</td></tr>
<tr><td colspan="7">4. Because we only imported courses from Blackboard into Brightspace that had content in them, we were able to infer numbers for the courses from prior to Fall 2020 when we launched Brightspace, which are included in the totals for FY19-FY21</td></tr>
</table>

Standard Seven: University of Maine at Presque Isle

Standard 7: Institutional Resources							
(Physical Resources)							
Campus location		**Serviceable Buildings**		**Assignable Square Feet (000)**			
Main campus		18		253,626			
Other U.S. locations		3		23,106			
International locations		n/a		N/A			

				3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
				(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
Revenue ($000)								
Capital appropriations (public institutions)				$99	$263	$563	$680	$2,523
Operating budget				$658	$764	$970	$1,601	$750
Gifts and grants				$354	$474	$63	$323	$1,300
Debt				$92	$149	$14	$32	$2,500
Total				$1,203	$1,650	$1,610	$2,636	$7,073
Expenditures ($000)								
New Construction				$310	$521	$0	$0	$0
Renovations, maintenance and equipment				$798	$897	$1,254	$2,600	$7,023
Technology				$95	$232	$356	$36	$50
Total				$1,203	$1,650	$1,610	$2,636	$7,073

Assignable square feet (000)		Main campus	Off-campus	Total
Classroom		35,830	6,908	42,738
Laboratory		2,425	0	2,425
Office		59,665	2,146	61,811
Study		14,202	0	14,202
Special		86,454	5,895	92,349
General		6,817	2,208	9,025
Support		312	0	312
Residential		47,788	5,949	53,737
Other		133	0	133

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Zillman Family Greenhouse	Classroom/Special	2.40	$899	2020

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Folsom Pullen	Classroom/Lab		$1,085	2019
Folsom Pullen	Classroom/Lab		$710	2021

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Weiden	Special		$7,000	2023

Please enter any explanatory notes in the box below

For new buildings and major renovations "in-sevice" date was used to populate the year.

Standard 7: Institutional Resources					
(Statement of Revenues and Expenses)					
Fiscal Year ends - month& day: (6 / 30)	Years Prior (FY 19)	rs Prior (FY 20)	Most Recently Completed Year (FY 21)	urrent Year (FY 22)	Next Year Forward (FY 23)
OPERATING REVENUES (in 000s)					
? Tuition and fees	$7,710	$7,763	$8,049	$8,452	$9,554
? Room and board	$2,166	$1,654	$1,306	$1,470	$1,625
? Less: Financial aid	-$3,925	-$4,151	-$3,918	-$3,945	-$4,200
Net student fees	$5,951	$5,266	$5,437	$5,977	$6,979
? Government grants and contracts	$2,484	$2,594	$3,193	$2,727	$2,706
? Private gifts, grants and contracts	$155	$191	$159	$150	$150
? Other auxiliary enterprises	$44	$61	$43	$28	$28
Endowment income used in operations					
? Other revenue (specify): Interest income on loans	$18	$19	$95	$6	$5
Other revenue (specify): Educational sales and services	$731	$599	$273	$319	$414
Other revenue (specify):Indirect costs	$139	$174	$170	$167	$170
Net assets released from restrictions					
Total Operating Revenues	**$9,522**	**$8,904**	**$9,370**	**$9,374**	**$10,452**
OPERATING EXPENSES (in 000s)					
? Instruction	$5,602	$5,822	$6,107	$6,138	$6,361
? Research	$67	$130	$98	$56	$55
? Public Service	$1,545	$1,510	$1,270	$1,558	$1,575
? Academic Support	$1,904	$2,047	$2,431	$2,651	$2,400
? Student Services	$3,254	$3,116	$3,275	$3,399	$3,500
? Institutional Support	$2,573	$2,854	$2,978	$3,107	$3,463
Fundraising and alumni relations					
? Operation, maintenance of plant (if not allocated)	$2,375	$2,367	$2,336	$2,731	$2,750
? Scholarships and fellowships (cash refunded by public institution)	$861	$796	$1,160	$2,078	$1,118
? Auxiliary enterprises	$1,989	$1,973	$1,786	$1,855	$1,875
? Depreciation (if not allocated)	$900	$881	$946	$991	$1,135
? Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$21,070**	**$21,496**	**$22,387**	**$24,564**	**$24,232**
Change in net assets from operations	**-$11,548**	**-$12,592**	**-$13,017**	**-$15,190**	**-$13,780**
NON OPERATING REVENUES (in 000s)					
? State appropriations (net)	**$7,643**	**$8,150**	**$8,247**	**$8,617**	**$8,814**
? Investment return	**$24**	**$18**	**$0**	**$0**	**$0**
? Interest expense (public institutions)	**-$53**	**-$52**	**-$49**	**-$50**	**-$46**
Gifts, bequests and contributions not used in operations	$322	$332	$484	$350	$350
? Other (specify): Noncapital transfers from system/other campuses	$496	$710	$1,851	$2,171	$2,792
Other (specify): Endowment Income Distributed for Operations	$57	$51	$56	$56	$56
Other (specify): Federal Pell grants	$1,978	$2,029	$2,155	$2,090	$2,250
Other (specify): Coronavirus relief funding	$0	$545	$909	$2,567	$143
Net non-operating revenues	**$10,467**	**$11,783**	**$13,653**	**$15,801**	**$14,359**
Income before other revenues, expenses, gains, or losses	**-$1,081**	**-$809**	**$636**	**$611**	**$579**
? Capital appropriations (public institutions)	**$124**	**$291**	**$597**	**$650**	**$2,523**
Other (specify): Capital grants and gifts	**$340**	**$81**	**$76**	**$0**	**$1,300**
Other (specify): Endowment return net of amount used for operations	**-$22**	**-$36**	**$271**	**$40**	**-$40**
Other (specify): Additions to endowments					
Other (specify): Gain (loss) on disposal of capital assets	**-$298**	**$0**	**$0**	**$0**	**$0**
? Other (specify): Capital transfers from system/other campuses	**$322**	**$104**	**$0**	**$0**	**$0**
TOTAL INCREASE/DECREASE IN NET ASSETS	**-$615**	**-$369**	**$1,580**	**$1,301**	**$4,362**

FISCAL YEAR ENDS month & day (6 / 30)			Years Prior (FY19)	2 Years Prior (FY20)	Most Recently Completed Year (FY21)	Current Year (FY22)	Next Year Forward (FY23)
				Standard 7: Institutional Resources			
				(Statement of Debt)			
		Long-term Debt					
		Beginning balance	$1,673	$1,638	$1,577	$1,418	$1,316
		Additions	$92	$87	$0		
	?	Reductions	($127)	($148)	($159)	($102)	($108)
		Ending balance	**$1,638**	**$1,577**	**$1,418**	**$1,316**	**$1,208**
		Interest paid during fiscal year	$69	$66	$61	$50	$46
		Current Portion	$138	$160	$137	$102	$108
		Bond Rating	See below	See below	See below	See below	See below
		Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-5.22	-3.58	3.21	4.02	3.76
		Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.09	0.09	0.07	0.06	0.05
		Debt to Assets Ratio Long-term Debt / Total Assets	0.07	0.07	0.06		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is comprised of small capital leases, tax-exempt bonds payable, and obligations under a master lease-purchase agreement. The University of Maine at Presque Isle is part of the UMS which is the legal entity that issues the tax-exempt bonds. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Maine at Presque Isle and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Maine at Presque Isle is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

FISCAL YEAR ENDS month & day (6/30)		Years Prior (FY 19)	2 Years Prior (FY 20)	Most Recently Completed Year (FY 21)	urrent Year (FY 22)	Next Year Forward (FY 23)
Standard 7: Institutional Resources						
(Supplemental Data)						
	NET ASSETS					
	Net assets beginning of year	$18,602	$17,987	$17,618	$19,198	$20,499
	Total increase/decrease in net assets	($615)	($369)	$1,580	$1,301	$4,362
	Net assets end of year	**$17,987**	**$17,618**	**$19,198**	**$20,499**	**$24,861**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$1,695	$1,548	$1,157	$935	$1,700
	Federal, state and private grants	**$2,810**	**$3,141**	**$3,591**	**$4,552**	**$3,343**
	Restricted funds	**$281**	**$258**	**$330**	**$274**	**$275**
	Total	**$4,786**	**$4,947**	**$5,078**	**$5,761**	**$5,318**
	% Discount of tuition and fees	62.1%	63.7%	63.1%	68.2%	55.7%
?	% Unrestricted discount	22.0%	19.9%	14.4%	11.1%	17.8%
	Net Tuition Revenue	$4,048	$4,185	$4,358	$4,342	
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**	N/A - Public Institution	N/A - Public Institution	N/A - Public Institution	N/A - Public Institution	N/A - Public Institution
Please indicate your institution's endowment spending policy:						
The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.						
Please enter any explanatory notes in the box below.						

Standard Seven: University of Maine at Presque Isle

Standard 7: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (6 / 30)	**Years Prior (FY 19)**	**2 Years Prior (FY 20)**	**Most Recently Completed Year (FY 21)**	**Current Year (FY 22)**	**Next Year Forward (FY 23)**
CASH FLOW					
Cash and Cash Equivalents beginning of year		$3,221	$2,268	$1,753	$1,550
Cash Flow from Operating Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Investing Activities	See note below	See note below	See note below	See note below	See note below
Cash Flow from Financing	See note below	See note below	See note below	See note below	See note below
Cash and Cash Equivalents end of year	**$3,221**	**$2,268**	**$1,753**	**$1,550**	**$1,550**
LIQUIDITY RATIOS					
Current Assets	$4,448	$3,366	$3,332	$3,300	$3,300
Current Liabilities	$1,235	$900	$895	$890	$885
Current Ratio	**3.60**	**3.74**	**3.72**	**3.71**	**3.73**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	See note below	See note below	See note below	See note below	See note below

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Maine at Presque Isle's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a modest amount is distributed as 'temporary investment income' on unspent gift balances held by the University of Maine at Presque Isle and other universities within the UMS. The UMS Controller's Office prepares a Statement of Net Position and a Statement of Revenues, Expenses, and Changes in net position for each university within the UMS; however, it only prepares a cash flow statement for the UMS as a whole for inclusion in the UMS' audited financial statements.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the year received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The University of Maine at Presque Isle does not need to seek approval from the State of Maine to utilize its own reserves.

Please enter any explanatory notes in the box below.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2019)			2 Years Prior (FY 2020)			1 Year Prior (FY 2021)			Current Year (FY 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	282	574	856	289	540	829	289	544	833	286	514	800
Research Staff	9	1	10	9	0	9	10	0	10	9	2	11
Public Service Staff	0	0	0	0	0	0	0	0	0			0
Librarians	19	1	20	15	1	16	15	0	15	13	1	14
Library Technicians	0	0	0	0	0	0	0	0	0			0
Archivists, Curators, Museum staff	4	0	4	4	0	4	4	0	4	4		4
Student and Academic Affairs	56	18	74	55	16	71	51	11	62	33	5	38
Management Occupations	50	0	50	51	0	51	49	0	49	55	1	56
Business and Financial Operations	193	12	205	201	17	218	217	15	232	232	31	263
Computer, Engineering and Science	27		27	22	0	22	24	0	24	23	6	29
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	85	42	127	94	30	124	94	16	110	96	36	132
Healthcare Practitioners and Technical	5	5	10	6	3	9	4	0	4	6	4	10
Service Occupations	79	2	81	81	13	94	71	7	78	70	14	84
Sales and Related Occupations	0	0	0	0	0	0	0	0	0			0
Office and Administrative Support	153	46	199	141	35	176	141	29	170	125	25	150
Natural Resources, Construction, Maintenance	44	0	44	50	0	50	50	0	50	44		44
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0			0
Total	1,006	701	1,707	1,018	655	1,673	1,019	622	1,641	996	639	1,635

Please enter any explanatory notes in the box below
IPEDS reporting includes Law School numbers.

Standard Seven: University of Southern Maine

	Standard 7: Institutional Resources					
	(Statement of Financial Position/Statement of Net Assets)					
	Fiscal Year ends - month & day: (6 / 30)	ars Prior (FY 19)	r Prior (FY 20)	Most Recent Year (FY21)	Change 2 yrs-1 yr prior most recent	1 yr-
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$17,658	$17,105	$11,819	-3.1%	-30.9%
?	Cash held by State Treasurer				-	-
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	$17,756	$14,798	$20,505	-16.7%	38.6%
?	Contributions Receivable, Net	$8	$6	$3	-25.0%	-50.0%
?	Inventory and Prepaid Expenses	$448	$376	$334	-16.1%	-11.2%
?	Long-Term Investments	$38,520	$16,161	$19,346	-58.0%	19.7%
?	Loans to Students	$11,144	$9,250	$7,675	-17.0%	-17.0%
?	Funds held under bond agreement	$86	$599	$13,340	596.5%	2127.0%
?	Property, plants, and equipment, net	$174,852	$176,008	$179,709	0.7%	2.1%
?	Other Assets				-	-
	Total Assets	**$260,472**	**$234,303**	**$252,731**	**-10.0%**	**7.9%**
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$4,683	$3,899	$5,286	-16.7%	35.6%
?	Deferred revenue & refundable advances	$6,851	$7,562	$7,231	10.4%	-4.4%
?	Due to state				-	-
?	Due to affiliates				-	-
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others	$23,075	$201	$248	-99.1%	23.4%
?	Long-term investments	$40,999	$38,307	$55,175	-6.6%	44.0%
?	Refundable government advances	$12,323	$10,198	$8,296	-17.2%	-18.7%
?	Other long-term liabilities	$19,491	$18,447	$7,465	-5.4%	-59.5%
	Total Liabilities	**$107,422**	**$78,614**	**$83,701**	**-26.8%**	**6.5%**
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	$126,647	$130,127	$142,299	2.7%	9.4%
?	Foundation				-	-
	Total	**$126,647**	**$130,127**	**$142,299**	**2.7%**	**9.4%**
	Temporarily restricted net assets					
	Institutional	$18,707	$17,831	$18,876	-4.7%	5.9%
?	Foundation				-	-
	Total	**$18,707**	**$17,831**	**$18,876**	**-4.7%**	**5.9%**
	Permanently restricted net assets					
	Institutional	$7,696	$7,732	$7,855	0.5%	1.6%
?	Foundation				-	-
	Total	**$7,696**	**$7,732**	**$7,855**	**0.5%**	**1.6%**
?	**Total Net Assets**	**$153,050**	**$155,690**	**$169,030**	**1.7%**	**8.6%**
	TOTAL LIABILITIES and NET ASSETS	**$260,472**	**$234,304**	**$252,731**	**-10.0%**	**7.9%**

Please enter any explanatory notes in the box below			
FY20 and FY21 reflect the adoption of GASB Statement 84, "Fiduciary Activities" which moved select assets held on behalf of other entities and the related liabilities out of the University's Statement of Net Position to a separate Statement of Fiduciary Net Position. The above data reflects only what is included in the University's Statement of Net Position for the years presented. Line 19 above for deferred revenue & refundable advances includes deferred inflows of $2,860; $2,622; and $2,414 for the respective years FY19, FY20, and FY21. Line 26 above for other long-term liabilities represents a funding obligation to the System Office of the University of Maine System for the University of Southern Maine's share of the impact of implementing GASB 75, "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions".			

	Standard 7: Institutional Resources					
	(Statement of Revenues and Expenses)					
	Fiscal Year ends - month& day: (6 / 30)	Years Prior (FY 19)	Years Prior (FY 20)	Most Recently Completed Year (FY 21)	Current Year (FY 22)	Next Year Forward (FY 23)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$78,303	$81,308	$79,522	$81,311	$80,852
?	Room and board	$12,235	$9,886	$6,105	$12,008	$13,570
?	Less: Financial aid	-$25,319	-$28,190	-$26,512	-$25,250	-$25,250
	Net student fees	$65,219	$63,004	$59,115	$68,069	$69,172
?	Government grants and contracts	$17,487	$18,940	$22,923	$21,000	$21,000
?	Private gifts, grants and contracts	$5,369	$4,986	$4,583	$4,250	$4,250
?	Other auxiliary enterprises	$2,551	$1,885	$840	$606	$673
	Endowment income used in operations					
?	Other revenue (specify): Interest income on loans	$286	$416	$307	$0	$0
	Other revenue (specify): Educational sales and services	$5,215	$4,426	$2,182	$3,303	$3,861
	Other revenue (specify):Indirect costs	$3,358	$3,471	$3,777	$3,525	$3,525
	Net assets released from restrictions					
	Total Operating Revenues	**$99,485**	**$97,128**	**$93,727**	**$100,753**	**$102,481**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$49,794	$50,448	$52,119	$49,989	$50,418
?	Research	$7,900	$7,045	$6,850	$5,603	$5,603
?	Public Service	$19,532	$20,306	$21,648	$20,701	$20,701
?	Academic Support	$17,649	$17,514	$18,729	$19,865	$20,586
?	Student Services	$14,874	$15,163	$15,013	$15,572	$15,894
?	Institutional Support	$16,891	$17,302	$17,798	$15,190	$15,553
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$11,740	$12,156	$12,197	$19,832	$19,905
?	Scholarships and fellowships (cash refunded by public institution)	$10,851	$11,206	$10,519	$10,520	$10,520
?	Auxiliary enterprises	$11,431	$11,209	$9,063	$13,157	$13,894
?	Depreciation (if not allocated)	$7,824	$8,040	$8,082	$7,973	$8,207
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	**$168,486**	**$170,389**	**$172,018**	**$178,402**	**$181,281**
	Change in net assets from operations	**-$69,001**	**-$73,261**	**-$78,291**	**-$77,649**	**-$78,800**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$51,810**	**$52,237**	**$51,534**	**$50,997**	**$55,056**
?	Investment return	**$176**	**$129**	**$3**	**$0**	**$0**
?	Interest expense (public institutions)	**-$1,399**	**-$1,243**	**-$1,187**	**-$1,375**	**-$1,244**
	Gifts, bequests and contributions not used in operations	**$3,438**	**$2,966**	**$3,024**	**$0**	**$0**
?	Other (specify): Noncapital transfers from system/other campuses	**$1,351**	**$2,295**	**$13,164**	**$1,768**	**$1,256**
	Other (specify): Endowment Income Distributed for Operations	**$693**	**$700**	**$718**	**$178**	**$180**
	Other (specify): Federal Pell grants	**$10,488**	**$10,071**	**$8,893**	**$8,211**	**$8,211**
	Other (specify): Coronavirus relief funding	**$0**	**$4,118**	**$8,794**	**$15,487**	**$0**
	Net non-operating revenues	**$66,557**	**$71,273**	**$84,943**	**$75,266**	**$63,459**
	Income before other revenues, expenses, gains, or losses	**-$2,444**	**-$1,988**	**$6,652**	**-$2,383**	**-$15,341**
?	Capital appropriations (public institutions)	**$512**	**$3,781**	**$3,599**	**$500**	**$1,250**
	Other (specify): Capital grants and gifts	**$372**	**$615**	**$662**	**$350**	**$350**
	Other (specify): Endowment return net of amount used for operations	**-$256**	**-$533**	**$3,429**	**$0**	**$0**
	Other (specify): Additions to endowments	**$483**	**$33**	**$91**	**$0**	**$0**
	Other (specify): Gain (loss) on disposal of capital assets	**-$48**	**-$477**	**-$1,806**	**$0**	**$0**
?	Other (specify): Capital transfers from system/other campuses	**-$120**	**$1,209**	**$713**	**$0**	**$0**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**-$1,501**	**$2,640**	**$13,340**	**-$1,533**	**-$13,741**

Standard 7: Institutional Resources (Statement of Debt)					
FISCAL YEAR ENDS month & day (6 / 30)	Years Prior **(FY19)**	**2 Years Prior (FY20)**	**Most Recently Completed Year (FY21)**	Current Year **(FY22)**	**Next Year Forward (FY23)**
Long-term Debt					
Beginning balance	$47,871	$40,999	$38,307	$55,175	$53,054
Additions	$1,146	$990	$20,000	$550	$95,000
[?] Reductions	($8,018)	($3,682)	($3,132)	($2,671)	($2,780)
Ending balance	**$40,999**	**$38,307**	**$55,175**	**$53,054**	**$145,274**
Interest paid during fiscal year	$1,900	$1,655	$1,521	$1,359	$1,229
Current Portion	$3,770	$3,230	$3,195	$3,195	$3,675
Bond Rating	See below	See below	See below	See below	See below
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-0.43	-0.41	1.41	-0.52	-3.13
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.27	0.25	0.33	0.32	0.94
Debt to Assets Ratio Long-term Debt / Total Assets	0.16	0.16	0.22		

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.   If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the instituiton). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Debt is comprised of small capital leases, tax-exempt bonds payable, and obligations under a master lease-purchase agreement. New debt for FY21 consists of a bond anticipation note. The University of Southern Maine is part of the UMS which is the legal entity that issues the tax-exempt bonds and bond anticipation note. The UMS' bond rating from S&P Global Ratings was AA-/Stable for FY17 through FY21. The most recent rating is dated 8/11/2021

Line(s) of Credit: List the institutions line(s) of credit and their uses.

Although it is not a line of credit, the University of Southern Maine and the other universities within the University of Maine System have access to a master lease-purchase agreement between Banc of America Capital Corp and the University of Maine System. The University of Southern Maine is utilizing this agreement to strategically replace aging vehicles and to acquire major assets needed to deliver its academic programs.

Future borrowing plans (please describe).

USM anticipates borrowing approximately $95 million through bond financing for the construction of a new residence hall and parking garage on the Portland campus.

Standard 7: Institutional Resources					
(Supplemental Data)					
FISCAL YEAR ENDS month & day (6/30)	**Years Prior (FY 19)**	**2 Years Prior (FY 20)**	**Most Recently Completed Year (FY 21)**	**Current Year (FY 22)**	**Next Year Forward (FY 23)**
NET ASSETS					
Net assets beginning of year	$154,551	$153,050	$155,690	$169,030	$167,497
Total increase/decrease in net assets	($1,501)	$2,640	$13,340	($1,533)	($13,741)
Net assets end of year	**$153,050**	**$155,690**	**$169,030**	**$167,497**	**$153,756**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$19,234	$20,862	$18,638	$18,574	$18,574
Federal, state and private grants	**$14,285**	**$16,143**	**$15,778**	**$15,750**	**$15,750**
Restricted funds	**$2,651**	**$2,391**	**$2,615**	**$2,500**	**$2,500**
Total	**$36,170**	**$39,396**	**$37,031**	**$36,824**	**$36,824**
% Discount of tuition and fees	46.2%	48.5%	46.6%	45.3%	45.5%
? % Unrestricted discount	24.6%	25.7%	23.4%	22.8%	23.0%
Net Tuition Revenue per FTE	$7,908	$7,907	$8,115	$8,583	$8,512
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					
Please indicate your institution's endowment spending policy:					
The same endowment spending policy applies to all universities within the University of Maine System and the expendable income objective is 4.5%.					
Please enter any explanatory notes in the box below.					

Standard Seven: University of Southern Maine

Standard 7: Institutional Resources					
(Liquidity)					
FISCAL YEAR ENDS month & day (6 / 30)	Years Prior (FY 19)	2 Years Prior (FY 20)	**Most Recently Completed** Year (FY 21)	Current Year (FY 22)	**Next Year** Forward (FY 23)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$25,118	$17,658	$17,105	$11,819	$0
Cash Flow from Operating Activities	see note below	see note below	see note below	see note below	see note below
Cash Flow from Investing Activities	see note below	see note below	see note below	see note below	see note below
Cash Flow from Financing Activities	see note below	see note below	see note below	see note below	see note below
Cash and Cash Equivalents end of year	**$17,658**	**$17,105**	**$11,819**		
LIQUIDITY RATIOS					
Current Assets	$34,208	$29,942	$31,279		
Current Liabilities	$13,396	$12,024	$13,277		
Current Ratio	**2.55**	**2.49**	**2.36**	**0.00**	**0.00**
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	See note below	See note below	See note below	See note below	See note below

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

With the exception of some very small petty cash balances, cash and cash equivalents represents the University of Southern Maine's share of cash and operating investments held by and managed by the System Office of the University of Maine System (UMS). Investment earnings are generally kept by the System Office although a

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

Operating expenses include those funded from unrestricted operations and those related to expenditure of restricted grants and contracts and gifts, etc. If the University is unable to spend a restricted gift in the yrear received, the University's practice is to spend it in accordance with donor restrictions in the next fiscal year(s). The

Please enter any explanatory notes in the box below.

Standard Seven: University of Southern Maine

Standard 7: Institutional Resources					
(Information Resources)					
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 19)	(FY 20)	(FY 21)	(FY 22)	(FY 23)
Total Expenditures					
Materials	$893,482	$897,497	$900,000	$904,631	$910,500
Salaries & wages (permanent staff)	$1,643,656	$1,634,244	$1,653,857	$1,703,472	$1,732,000
Salaries & wages (student employees)	$56,796	$66,773	$3,272	$12,500	$15,000
Other operating expenses	$305,391	$179,927	$122,988	$123,655	$130,000
Expenditures/FTE student					
Materials	$172	$175	$134	$150	$151
Salaries & wages (permanent staff)	$316	$319	$254	$300	$282
Salaries & wages (student employees)	$11	$13	>$1	$5	$7
Other operating expenses	$59	$35	$18	$25	$20
Collections					
Percent available physically	42%	42%	48%	45%	42%
Percent available electronically	58%	58%	52%	55%	58%
Number of digital repositories	1	1	1	1	1
Personnel (FTE)					
Librarians - main campus	9	9	5	9	9
Librarians - branch /other locations	2	2	2	2	2
Other library personnel - main campus	21	21	21	21	22
Other library personnel - branch/other locations	7	7	7	7	7
Availability/attendance					
Hours of operation/week main campus	96	96	56	78	86
Hours of operation/week branch/other locations	94/53	94/53	56/42	80/45	84/43

Consortia/Partnerships

URSUS Library Consortia (includes the University of Maine System Libraries, Bangor Public Library, Maine State Library, Maine State Law and Legislative Library)

Maine InfoNet (a collaborative of academic, public, school, and special libraries that provides leadership in resource sharing, promotes cost effective solutions for quality library information services, and supports the cultural, educational, and economic development of Maine) http://www.maineinfonet.org/

Larger Libraries Group (includes University of Maine, University of Southern Maine, Bangor Public Library, Maine State Library, Portland Public Library, University of New England, Colby College, Bates College, Bowdoin College)

Maine Shared Collections Cooperative comprises more than 35 Maine libraries plus Maine InfoNet; together these libraries implement a shared approach to the management of print collections in the state. http://www.maineinfonet.org/mscs/

NERL (NorthEast Research Libraries) consortium of ~120 research libraries, including University of Maine, supports the educational and research missions of its member institutions by coordinating, consolidating, and negotiating the best possible licensing terms and prices for electronic resources.

WALDO (Westchester Academic Library Directors Organization) is a membership organization supporting the procurement and administration of electronic information services for more than 1,000 libraries.

GPACU (Greater Portland Alliance of Colleges and Universities) is a collaboration of five colleges and universities in the Portland area, which enables walk-in borrowing and use of facilities by its members.

URL of most recent library annual report:	n/a

Please enter any explanatory notes in the box below

Student wages FY21: due to COVID-19 student hiring was minimal in FY21. Physical Collections FY19 estimated due to reporting error that year.

Statistics for FY20 and 21 were affected by COVID

See Form 4.5 for data about Information Literacy

Information Literacy Sessions					
Main campus	**FY19**	**FY20**	**FY21**	**FY22**	**FY23**
Sessions embedded in a class	141	179	93	119	147
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	58	33	81	45	63
URL of Information Literacy Reports:		n/a			

Standard Seven: University of Southern Maine

		3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
		(FY 19)	**(FY 20)**	**(FY 21)**	**(FY 22)**	**(FY 23)**
	Course management system	D2L Brightspace				
	Number of classes using the system	13,355	17,199	20,424	15,279	
	Bandwidth					
	On-campus network	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
	Off-campus access	Yes	Yes	Yes	Yes	Yes
?	commodity internet (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
	high-performance networks (Mbps)	10 Gbps	10 Gbps	10 Gbps	10 Gbps	10 Gbps
	Wireless protocol(s)	802.11ac	802.11ac	802.11ac	802.11ax	802.11ax
	Typical classroom technology					
	Main campus	Classroom Technology descriptions				
	Branch/other locations					
	Software systems and versions					
	Students	PeopleSoft 9.2 PUM 24				
	Finances	PeopleSoft 9.2 PUM 41				
	Human Resources	PeopleSoft 9.2 PUM 40				
	Advancement	Ellucian Advance Web 2018 and starting to implement a new system based on Ascend/Salesforce				
	Library	Systemwide: Innovative Interfaces, Inc and Libguides Library Software Programs				
	Website Management	WordPress 5.7.5 (external website), Liferay 7.2 (intranet portal)				
	Portfolio Management	IT Service Catalog				
	Interactive Video Conferencing	Zoom cloud				
	Digital Object Management	Currently campuses handle their digital asset management. There is an RFP being developed for a systemwide tool				
	Website locations of technology policies/plans					
	Integrity and security of data	https://www.maine.edu/board-of-trustees/policy-manual/section-901/				
	Privacy of individuals	https://www.maine.edu/privacy-policy/				
	Appropriate use	https://www.maine.edu/apls/apl-vi-h/				
	Disaster and recovery plan	in development				
	Technology replacement	https://docs.google.com/document/d/1IFBnEqDZ7J2x9M-vbKRlHkYJAlzfjKT6pBmuIsjfUjQ/edit				
	Please enter any explanatory notes in the box below					
	State of IT Report https://wpsites.maine.edu/stateofitreport/					
	IT Strategic plan https://sites.google.com/maine.edu/usit-strategic-plan/home					
	A few notes about the Course Management numbers:					
	1. These totals are based on the number of course shells that had at least one login to them - this is somewhat imperfect as a measurement, but because we create course shells for all courses in our Student Information System, we cannot look to courses that have been created as a measuring stick for "usage." Used courses would be made available by their instructor or campus admins, but that setting is fluid and changes over time, meaning it is also an unreliable measure of whether or not a course was in use in the LMS at any given point in time.					
	2. We only included courses that were "real" courses created from the Student Information System (ie no sandboxes or development courses)					
	3. Summer term was included as a "trailer" - for example, FY20 includes courses that would have run from May 2020-August 2020 (technically spanning FY20+21)					
	4. Because we only imported courses from Blackboard into Brightspace that had content in them, we were able to infer numbers for the courses from prior to Fall 2020 when we launched Brightspace, which are included in the totals for FY19-FY21					

Standard 7: Institutional Resources
(Technological Resources)

Standard Seven: University of Southern Maine

Standard 7: Institutional Resources							
(Physical Resources)							
Campus location		**Serviceable Buildings**		**Assignable Square Feet (000)**			
Portland Campus		41		860			
Gorham Campus		39		762			
Lewiston -Auburn Campus		1		66			
			3 Years Prior	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
			(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
Revenue ($000)							
Capital appropriations (public institutions)			$512	$3,781	$3,599		
Operating budget			$109,973	$107,200	$93,727		
Gifts and grants			$372	$615	$662		
Debt			$0	$0	$0		
Total			$110,857	$111,596	$97,988	$0	$0
Expenditures ($000)							
New Construction			$0	$0	$0	$0	
Renovations, maintenance and equipment			$11,740	$12,157	$12,196		
Technology							
Total			$11,740	$12,157	$12,196	$0	$0

Assignable square feet (000)		Portland	Gorham	Lewiston	Total
Classroom		62	40	16	118
Laboratory		48	74	13	135
Office		183	90	11	284
Study		86	18	8	112
Special		31	131	2	164
General		67	63	12	142
Support		442	31	5	478
Residential			313		313
Other					0

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
N/A				

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
USM Parking Garage	Parking	171.00	23000	2023
Career and Student Success Center	Residential	42.00	26000	2023
Portland Commons	Residential	190.00	72000	2023

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Science Tech Research Center	Academic		845	2012
Bailey Hall Energy Bond	Academic		785	2012
Bailey Hall Renovation & Move	Academic		761	2012
Science A&B Energy Eff Upgrade	MEP		640	2012
Simulation Lab Upgrades	Academic		600	2012
Bio-Science 4th Flr Lab Fit-up	Academic		562	2013
Luther Bonney Energy Bond	Acadmic		1002	2013
Gorham Artificial Turf Improve	Athletics		961	2013
Gorham CHP Upgrade	MEP		1608	2013
International Study Ctr	Academic		682	2014
Portland CHP Upgrade	MEP		2908	2015
Bailey 109-111 Lab Renovation	Academic		1082	2015
LAC Nursing Lab Renovations	Academic		588	2015
Luther Bonney Student Services	Academic		1118	2016
Science Bldg Lab Upg	Academic		730	2016
Brooks Kit. Exh. Upgrade	Dining		850	2016
USM ResWireless UptonHastings	Residential		603	2016
USM ResWireless RobieAndrews	Residential		511	2016
Campus Card Access Install	Campus		581	2017
Softball Field Improvements	Athletics		2340	2017
Bio-Science Chemistry Lab	Academic		1230	2017
Science Bldg Renov/Move	Academic		1199	2017
Costello FH Floor Replacement	Athletics		818	2017
Sodexo-Brooks Dishroom	Dining		500	2018
Philippi Envelope Renewal	Residential		682	2018
USM Flaherty Field Lighting	Athletics		738	2018
Corthell Hall MEP Upgrades	Academic		520	2018
Woodward Reno	Residential		1172	2019
Sodexo - Brooks Dining Renov	Dining		2000	2019
Ricci Lecture Hall Upgrades	Academic		564	2020
Bailey Fire Prot. Upgrades	Academic		3373	2020
USM Nursing Sim Lab Science	Academic		1301	2020
Brooks Transf Gen Install	MEP		651	2020
Brooks Patio Renovations	Dining		530	2021
New Portland Residence Hall	Residential		7669	2021
Career and Student Success Ctr	Academic		3613	2021
USM Center for the Arts	Academic		852	2021
Bailey Hall ESCO	Academic		504	2021

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Science Building	Academic		$3,400	2022

Please enter any explanatory notes in the box below

Description

Assessment of student learning outcomes
Each UMS university measures learning in its academic programs to improve student outcomes and the curriculum. Examples and descriptions of assessment processes and findings are shared throughout this Standard.

Assessment organization
Each university has an office or committee responsible for collecting and reporting data on academic program learning outcomes. Typically, the Provost's office oversees academic program assessment efforts in coordination with university and/or UMS institutional research staff, university assessment staff, and the academic deans.

UM and UMM have an Office of Institutional Research and Assessment with an Assessment Coordinator and an Assessment Data Analyst, while USM has an Office of Academic Assessment. UMPI's assessment work is housed with the Executive Director of Academic Development and Compliance. UMF's education programs are assessed through a Teacher Education Accreditation office. UMFK, UMF's non-education programs, and the Law School use assessment committees comprising faculty and staff. At UMA, assessment is the responsibility of academic programs with assistance from an Office of Institutional Research and Assessment.

Student learning outcomes
Every university publishes learning outcomes for its academic programs on departmental, college, or university websites. Additionally, UMF, UMPI, and UMFK publish their outcomes in their course catalogs, and UMFK, UMA, and the Law School also publish course outcomes in course syllabi.

Graduate programs at UM participate in a program learning outcomes assessment process as defined in the UM assessment plan. A three-year phased approach has been taken for onboarding graduate programs. All programs are expected to have created program learning outcomes by May 2022. In the 2022-23 academic year, programs will map curricula and draft assessment plans. Reporting of annual assessment results and cohort-based three-year assessment reporting will start in 2023-24. Review of three-year assessment reports by the UM Office of Institutional Research and Assessment and the UM Assessment Advisory Board—with subsequent feedback to programs— will commence in 2024-25.

Assessment data collection
Tools and processes used to collect program assessment data vary across UMS, but all of the universities collect learning artifacts to measure outcomes. The most commonly reviewed artifacts are student course evaluations, portfolios, papers, exams, projects, capstones, rubrics, and surveys of students, graduates, and employers.

In UMF's teacher education program, data collected every semester includes dispositions assessment, essential areas of teaching assessment, end-of-program surveys, classroom management observation checklist, teacher work sample/contextual factors analysis, and unit-wide lesson plans and rationales. Additional data is collected on an annual or biannual basis, including focus group data, and employer and graduate surveys.

Some UMS universities have centralized and rendered uniform their collection and storage of assessment data. For example, UMPI uses MaineStreet to collect students' program learning outcomes scores and course grades, Google Drive to collect all faculty course evaluations and faculty-generated course assessments, and Google Forms to administer student surveys. UM uses Google Sheets and Forms for all assessment reporting. USM uses an in-house form— the Assessment of Student Learning Plan— that all academic programs complete at the end of each academic year. TK20/Watermark is used to collect and track student data in teacher education programs at UM, UMA, UM, and USM.

As described in the university's E Series data, UM's kinesiology and physical education program evaluates student learning through an extensive set of assessments, including candidacy portfolio, pre-service teacher dispositions, lesson plans, seminar evaluation, Praxis test scores, student teaching reviews, student teaching portfolio review, and exit review. These are in addition to the assessment of key course artifacts (such as projects, tests, and essays).

Review of assessment data

At most UMS universities, the Provost's office and the academic deans review program assessment data (e.g. UMPI, UMFK, USM, UMA, and UMF). At some universities, additional offices and staff review the data. At UMPI, for example, the Executive Director of Academic Development, academic program coordinators, and program faculty also review it. At USM, academic assessment offices join the Provost's office and the deans in reviewing the data. UM, UMM, and the Law School use committees. For example, at UM an Assessment Advisory Board evaluates all programs' assessment reports using a detailed rubric and holds a feedback meeting with each program.

Although there is variation in the timelines for reviewing program assessment reports across the universities, most encourage or require annual reporting. UM, UMM, USM, UMA, and UMF all require annual reporting, with some exceptions, and UMA's annual reports culminate in a five-year program review. UM also requires a cumulative report every three years. UMPI requires a program report for existing academic programs every seven years and for new programs every three years. The Law School reports on select outcomes each year, culminating with a complete report of all program outcomes every three years.

Examples of closing the loop

Examples abound of how assessment of data has led to programmatic or curricular changes. UMPI has changed course requirements and sequencing based on student learning outcome data, while UMFK's nursing program made curricular revisions based on the licensure pass rate of its graduates. The Law School added required courses after mapping its curriculum to its stated outcomes.

At UMF, the Division of Psychology determined that the writing proficiency of students in its Research Methods course did not consistently meet faculty expectations, despite students' ability to describe and interpret their research findings accurately. In response, the division created a Sophomore Seminar to improve the writing skills of all psychology majors prior to enrollment in Research Methods. UMF has continued to use student essays to refine and improve the design and implementation of its Sophomore Seminar.

General Education outcomes at USM's undergraduate programs are reviewed annually by a Core Curriculum Committee that uses the university's new course proposal process and related curriculum and policy changes to improve student learning. As USM's E Series data indicates, factors considered include "[s]ignificant changes in curricular

design (e.g. implementation of a new writing sequence), curriculum policies, transfer policies and equivalencies (e.g. establishment of new writing requirement transfer equivalents), and assessment approaches (e.g. writing faculty focus groups and plans for direct assessment of student writing products at three levels)."

General education
Each UMS university has established general education learning outcomes and processes for assessing those outcomes. For example, UMA gathers student artifacts for assessment from a small number of classes, and plans to expand collection when its methodology is finalized. UM's Faculty Senate recently voted to look at ways to modify and improve assessment. UMFK is working on a holistic approach and is augmenting its rubrics. Start dates for general education assessment work across UMS are typically fairly recent: e.g. 2013 for UMA, 2015 for UMPI, and 2018 for UM.

UM assesses one general education category (out of nine) each semester using rubrics based on the AAC&U VALUE rubrics. UMPI uses in-class assessment, and UMFK uses e-portfolios. UMA and USM use different methods to assess different types of general education requirements. UMA uses outcome-based assessment, tasking each program with developing its own assessment. Programs then use writing samples from English 101 to evaluate written communication, standardized tests (e.g. the California Critical Thinking Test) to assess critical thinking, and in-class quizzes to assess cultural diversity and ethics. USM uses tracking studies, syllabus/assignment review, student NSSE responses, student focus groups, and other course-level surveys.

In 2014, UMPI embarked on an ambitious general education revision. Over several years, UMPI is converting its program to an outcomes-based program. In the revised program, courses provide students with instruction and experience in five general outcomes: 1) Effective Written and Oral Communication, 2) Critical and Creative Thinking, 3) Quantitative and Scientific Reasoning, 4) Information Literacy, and 5) Global Consciousness and Intercultural Awareness. Each is split into 22 sub-outcomes.

UMPI faculty use the sub-outcomes to clarify what students will know, understand, and do upon completing their general education program. Faculty have designed formative and summative assessments that use GLO rubrics to assess student proficiency by the end of a course. If students do not meet proficiency but are still developing their skills and knowledge, they can earn an NP (not sufficiently proficient) and are given additional time. If students do not meet proficiency in that time or did not earn an NP, they do not pass the course.

Block transfer
While each UMS university operates its general education and assessment programs separately, there have been encouraging efforts to increase coordination. For example, UMM and UMPI recently changed parts of their general education requirements to bring them into closer alignment with UM's requirements. In 2015, UMS established block transfer agreements between its universities and the Maine Community College System facilitating student transfer within and into UMS.

The block description includes only existing common outcomes, with the understanding that each local general education program is more extensive and includes other outcomes. A working group of faculty and staff from the seven UMS universities used the LEAP Essential Learning Outcomes as a common framework and language for describing and forming common outcomes in general education programs across UMS.

Block transfer has been useful in helping UMS deliver degree programs across two or more of its universities, such as UMA's partnership with UMF to offer the UMA nursing program to UMF students. UMF nursing students satisfy UMF's general education requirements and then transfer them as a block to UMA, a move that frees those students from fulfilling some UMA-specific requirements.

Co-curricular assessment

Advising

In addition to program and general education assessment, UMS universities assess related functions vital to student learning and success. One of the most critical is advising. The universities follow broadly similar advising practices, but how they assess advising differs. In 2011, UMS developed a System-wide Advising Group (SWAG) to provide faculty and staff an arena for sharing best practices and methods for assessing and improving academic advising.

Experiential learning

Each UMS university offers extensive opportunities for experiential learning, including internships, service learning, and field experiences. Assessment of these programs is conducted through student course evaluations and end-of-program intern and supervisor evaluations. At USM, Engaged Learning is included and assessed as one of thirteen general education outcomes. UMM requires a service learning experience in each major. The UM Experiential Programs Innovation Central (EPIC) program offers in-depth learning and skills in research, interdisciplinary experiences, new technologies, innovation, and design and prototyping through participating units: the Center for Undergraduate Research; the Advanced Manufacturing Center; the Center for Innovation in Teaching and Learning; the Foster Center for Innovation; and the Innovative Media Research and

Commercialization Center.

Each UMS university offers study abroad, faculty-led travel courses, international internships, and student teaching experiences. International Programs offices make global education accessible through partnerships that permit students to pay tuition at their home universities (with the benefit of all scholarships and financial aid); through travel courses that are less expensive and shorter (for students who need to work during the academic year and/or are enrolled in programs with extensive academic requirements); and through scholarships that target low-income and first-generation students.

Community partnerships
Community-engaged scholarship, teaching, and learning are central to fulfilling USM's commitment to the success of the region and the state. For example, USM's Community Engagement and Career Development Office (CECD) works with community partners, faculty, and students to develop meaningful and impactful community-based learning experiences. To enhance its programs, USM is committed to ongoing assessment of community engagement as reflected in its annual CECD report.

The 9,000 square-foot UMF community garden serves as an educational center that integrates coursework, research, student clubs, campus events, and outreach in surrounding communities. Through the garden, growing community and growing food take place side by side. The vegetables produced are donated to on-campus food closets or pantries and off-campus food banks to help address food insecurity in Maine.

A recent example of both experiential learning and community partnerships is UMA's co-taught Garden Seminar, which applies theory and research in organizational sociology and community psychology to the practice of growing a community garden and maintaining a successful student organization to support it. In 2019, UMA and its partners harvested 695 pounds of vegetables delivered to food-insecure families through the Augusta Food Bank.

Student retention, course completion, and graduation
UMS Institutional Research maintains public student success metrics for all universities, in addition to metrics tracked and reported by university IR and assessment staff. These resources allow UMS to track enrollment and retention over time at all seven universities and the Law School and study student progress, course completion rates, graduation rates, and transfer activity.

The universities collect and analyze data at multiple points in the year and for different purposes. Participating in surveys such as the NSSE helps UMS and university leaders assess the overall quality of the academic environment and intellectual and personal engagement of students.

There has been strong collaboration and administrative coordination among UMS universities to respond to the challenges posed by fluctuating retention rates. Additionally, universities have developed a suite of analytical reports to guide academic departments in evaluations of their curriculum and course offerings for enrollment planning purposes. Further planning resources are expected in phase II of the EAB Navigate implementation as more data become available for predictive analysis.

UMS has several mechanisms for awarding undergraduate credit based on prior learning, each governed by policies outlined in the undergraduate catalogues, including CLEP, AP DANTES, ACE, review of certifications or credentials, military trainings, and challenge exams. In addition, prior learning assessment (PLA) offices and transfer officers across UMS work with academic departments in leading students through a portfolio review process as needed.

Appraisal

Update on assessing academic programs across UMS
UMS continues to develop and refine its processes for the systematic review of academic programs. To maintain a cycle of continuous improvement, academic program evaluation occurs at all levels, from UMS reporting on strategic priorities to local program review and assessment. Currently, academic review falls under three distinct processes: the Annual Academic Program Report (AAPR), the Academic Practice Letter (APL) on academic program review, and external accreditations at the program level. Taken together— and conducted in conjunction with qualitative measures such as student evaluations, stakeholder group feedback, and benchmark data— these processes provide a thorough and effective review of the academic program portfolio.

Originally intended as a mechanism for fostering broader collaborative discussions among faculty and academic administrators, the AAPR has evolved since 2018 to serve as an annual assessment of the health and sustainability of academic programs. The AAPR provides a set of metrics for academic leaders at each UMS university to use to identify challenges, opportunities for collaboration, and strategic academic goals.

Cumulatively, the universities' annual assessments create a System-wide structure addressing critical state needs, with a newly established System-wide assessment group taking responsibility for evaluating the AAPR and confirming the efficacy of its methodology and data. The assessment group will use benchmark data and metrics from peer institutions and NECHE to develop robust performance metrics. Those metrics will be combined with data collected from student and stakeholder groups to inform the review process and continuously improve individual programs and the overall portfolio.

The AAPR has undergone two major revisions since 2018, and UMS has reconfigured its data collection format to add new metrics based on two years of collected data. The data guides program approvals and program suspension or elimination decisions affecting all UMS universities. For example, USM recently added a faculty position to its Tourism program, while other reviews have prompted programs to make improvements to marketing, curricular redesign, and shifts in (or additions to) course modalities.

The APL process assesses programs at the university level. These five-year reviews help program leaders evaluate curriculum and research offerings and gauge overall program vitality in relation to the rest of a university's academic portfolio. University-level review is further supported by evaluation requirements and findings of professional program accreditors, and by feedback from NECHE. The results of external reviews provide longitudinal checks on programs as benchmarked against national best practices.

General education assessment
General education assessment continues to develop and be embedded as institutional practice. Some UMS universities are further along than others.

For example, UMPI's initial assessment of its general education efforts shows that a high percentage of students from fall 2015 to spring 2018 were able to achieve proficiency or advanced proficiency in 22 general education learning outcomes as evidenced by assessment scores. At UM and UMA, general education assessment cycles are progressing well but not rapidly. Although considerable efforts have gone into designing and administering assessment tools and gathering assessment data, some programs have been slow to close the loop and enact curricular changes based on their review of student learning outcomes.

Assessing student demographics and academic changes
Maine's high school graduation rate of 87% is comparable to the New England average of 88% (2019). College enrollment rates, however, reveal a widening gap. Maine's college enrollment decreased from 62% in 2011 to 58% in 2018, while the New England rate has increased from 62% to 66% during that same time frame.

From 2015-20, there was an 11% decrease in total credit hours taken by in-state undergraduate students while out-of-state undergraduate (40%), NEBHE (9.4%), and Early College (95.8%) saw increases in credit hours attempted. There was an overall 11.7% increase in credit hours taken by graduate students across all groups and universities. Total credit hours (undergraduate and graduate) taken from 2015-20 grew 0.4%. First-year average credits taken and passed improved on average across UMS between 2013 and 2019: a 1.1% increase in credits taken and a 1.3% increase in credits passed.

Rates of low and failing grades improved across the UMS from 2015-20. UMF historically had the lowest rates of any UMS university; its rates have ticked upward while others have begun to decline. UM's efforts had a significant impact in improving their rates from 2018-19 to 2019-20. From 2014-19, cumulative UMS fall-to-spring return rates revealed a decline in retention of first-year and second-year students, but there were overall gains in fall-to-fall return rates among all

student groups in that period.

At universities that used the EAB Navigate tool for at least two semesters and scheduled student appointments through it, students who interacted with advisors in that medium persisted at higher rates in both semesters than those who did not. This is notable: these were students whose faculty and professional advisors had concerns about them in the first place. This data is helping UMS emphasize the value of participation in structured progress reports and the importance of time-intensive, high-touch interventions.

Early College outcomes

A strong majority of UMS Early College participants go on to enroll in postsecondary institutions following graduation. Across five recent cohorts (2014-19), between 70.5% and 74.2% of UMS Early College students later enrolled in college. This stands in contrast to the overall college-going rate among all Maine high school graduates, which has averaged 62.0% over the last seven graduating classes.

UMS Early College participants increasingly go on to enroll in a UMS university. Of the fall 2014-summer 2015 cohort, 31.8% of participants went on to enroll in UMS. This figure has increased year over year, with the fall 2018-summer 2019 cohort showing the highest level of subsequent UMS enrollment at 36.4%.

The average UMS-going rate among all Maine high school graduates was 19.7% for the last seven graduating classes. Of those who go on to enroll in UMS, the majority enroll at UM (42.5-53.8% of the last five cohorts) or USM (10.3-21.4%). Of UMS Early College participants who subsequently enrolled outside UMS, most chose to attend an in-state university (between 38.4% and 52.0% over the last five cohorts).

EC students are more likely to persist in their first year of college. Males and underrepresented students benefit most, with retention rates 12% and 14% higher, respectively, than those of peers who do not participate in EC.

Course evaluations

Course evaluations are given to students in all classes in accordance with the AFUM contract. Evaluations are delivered through a commercial platform (Explorance Blue) or a university's campus portal. Course evaluation questions vary slightly by university and program. Questions typically use a Likert scale and also provide students with a space to offer comments, giving faculty quantitative and qualitative data about the student's experience and views on instructional effectiveness.

The online course evaluation process has the advantages of not absorbing class time, saving on resources required for paper surveys, and allowing for quicker analysis and sharing of results.

Most UMS universities did not actively track response rates for paper-based course evaluations, but anecdotally, completion rates were high. In general, response rates are lower for electronic completion. Some faculty and instructional support staff attribute that to instructors not providing in-class time for students to complete evaluations. (UM did a small study in Fall 2019 comparing response rates when in-class time was provided versus when it was

not. When it was allotted, the mean response rate was 64%, compared to 49% when it was not.)

UM did see a dip in response rates in fall 2020 compared to fall 2019, but attributed that to the pandemic. The spring response rate for UM in spring 2021 was 44.4%, while UMM's rate was 51.6%. UMM response rates went up from previous semesters. This was attributed to the adoption of a new instrument containing fewer questions.

Evaluating student completion trends
A review of UMS completion reports (2011-20) reveals several common themes. Across UMS, women consistently represented over 60% of graduates, and the highest number of degrees and certificates conferred by discipline was in health professions, followed by education and business disciplines.

During that same span, UMS universities saw an increase in completion of certificates and master's degree programs and a decline in associate, law degrees, and doctorates. UM and UMF produced high graduation rates compared to other UMS universities, and USM steadily improved its graduation rates over the last four years.

Projection

Growing the culture of assessment
Each UMS university has worked to grow its culture of assessment. These efforts will continue as a UMS assessment identity is developed. In support of effective assessment oversight and practices, a UMS Assessment Committee advisory to the Vice Chancellor for Academic Affairs (VCAA) will consider ways to build System-level reporting and develop and share assessment best practices and tools. Consistent with goals identified in the June 2020 UMS substantive change request, the Committee will also work with the VCAA on a common language for assessment and student success, identify ways to help academic programs measure student learning, and advise the VCAA and CAOs on assessment reporting processes.

Improving data-sharing and communication about data

Strengthening communication between UMS and the universities and Law School about data sharing will be an ongoing priority for the UMS Office of Institutional Research, Data Governance staff, and university IR and other functional areas. UMS recognizes that shared definitions of student success must be developed and then supported by consistent and reliable data definitions, services, and communication.

UMS will seek to integrate different areas of assessment (e.g. student affairs assessment and academic assessment) to develop a clearer picture of how UMS universities and the Law School are preparing students. This work was interrupted during the pandemic, compelling some universities, such as UM and UMM, to defer assessment reporting for a year. While university-level decisions about how to assess students and programs remain important, it is likely that establishing a centralized means of reporting assessment data will enhance accountability and lead to analyses that serve all.

Standard 8: Educational Effectiveness					
Student Success Measures/	3 Years	2 Years	1 Year	Current	Next Year
	(FY 2018)	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)
IPEDS Retention Data					
Cohort	2017	2018	2019	2020	Next Year
Associate degree students	56%	45%	55%	25%	25%
Bachelors degree students	77%	73%	77%	76%	77%
? **IPEDS Graduation Data (150% of time)**					
Cohort	2012	2013	2014	2015	Next Year
Associate degree students	17%	0%	11%	0%	11%
Bachelors degree students	58%	55%	55%	57%	56%
? **IPEDS Outcomes Measures Data**					
Cohort	2010-2011	2011-2012	2012-2013	2013-2014	Next Year
First-time, full time students					
Awarded a degree within six years	56%	55%	57%	55%	55%
Awarded a degree within eight years	58%	57%	59%	57%	57%
Not awarded within eight years but still enrolled	1%	1%	1%	0%	0%
First-time, part-time students					
Awarded a degree within six years	21%	24%	22%	19%	19%
Awarded a degree within eight years	26%	24%	25%	28%	28%
Not awarded within eight years but still enrolled	5%	3%	1%	6%	6%
Non-first-time, full-time students					
Awarded a degree within six years	56%	59%	58%	54%	54%
Awarded a degree within eight years	57%	61%	60%	56%	56%
Not awarded within eight years but still enrolled	1%	1%	1%	1%	1%
Non-first-time, part-time students					
Awarded a degree within six years	41%	43%	30%	41%	41%
Awarded a degree within eight years	43%	47%	35%	43%	43%
Not awarded within eight years but still enrolled	0%	1%	2%	2%	2%
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
Cohort	2017	2018	2019	2020	Next Year
1 **Sex**					
3 Female	79%	77%	80%	80%	81%
2 Male	75%	70%	75%	72%	73%
4 Unknown	-	-	0%	-	
5 **Residency**					
6 In-state	77%	73%	76%	76%	77%
7 Out-of-state (Domestic)	78%	73%	78%	75%	76%
8 International students	78%	90%	83%	84%	85%
9 **Race/Ethnicity**					
10 American Indian/Alaskan Native	65%	73%	63%	50%	51%
11 Asian	91%	87%	76%	75%	76%
12 Black or African American	68%	48%	63%	55%	56%
13 Hispanic/Latino	68%	68%	78%	65%	66%
14 International	78%	90%	83%	84%	85%
15 Native Hawaiian or Other Pacific Islander	-	100%	0%	0%	1%
16 Two or more races	77%	66%	71%	65%	66%
17 White	78%	74%	78%	77%	78%
18 Unknown	79%	72%	69%	82%	83%
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below) - 150%**					
Cohort	2012	2013	2014	2015	Next Year
1 **Sex**					
2 Female	59%	58%	60%	58%	57%
3 Male	58%	53%	51%	55%	54%
4 Unknown	-	100%	0%	-	
5 **Residency**					
6 In-state	58%	57%	55%	58%	57%
7 Out-of-state (Domestic)	59%	51%	56%	54%	53%
8 International students	66%	67%	38%	52%	51%
9 **Race/Ethnicity**					-1%
10 American Indian/Alaskan Native	31%	15%	58%	55%	54%
11 Asian	76%	65%	64%	68%	67%
12 Black or African American	30%	32%	41%	35%	34%
13 Hispanic/Latino	50%	41%	49%	49%	48%
14 International	66%	67%	38%	52%	51%
15 Native Hawaiian or Other Pacific Islander	-	-	-	-	
16 Two or more races	45%	43%	40%	52%	51%
17 White	59%	57%	57%	58%	57%
18 Unknown	63%	58%	49%	57%	56%
Definition and Methodology Explanations					
1 "Other" retention and graduation data is for first-time full-time bachelor degree-seeking students.					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard Eight: University of Maine and Univ. of Maine at Machias

Standard 8: Educational Effectiveness		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure		**6 years ago**	**4 years ago**	**6 years ago**	**4 years ago**
First-time, Full-time Students	**Cohort**	**2015**	**2017**	**2015***	**2017**
Degree from original institution		57%	40%	0%	22%
Not graduated, still enrolled at original institution		2%	19%	20%	0%
Degree from a different institution		12%	6%	20%	0%
Transferred to a different institution		13%	19%	0%	22%
Not graduated, never transferred, no longer enrolled		16%	17%	60%	56%
First-time, Part-time Students	**Cohort**	**2015**	**2017**	**2015***	**2017**
Degree from original institution		25%	6%	0%	75%
Not graduated, still enrolled at original institution		3%	12%	0%	0%
Degree from a different institution		13%	0%	0%	13%
Transferred to a different institution		25%	18%	60%	0%
Not graduated, never transferred, no longer enrolled		35%	64%	40%	13%
Non-first-time, Full-time Students	**Cohort**	**2015**	**2017**	**2015***	**2017***
Degree from original institution		58%	55%	80%	0%
Not graduated, still enrolled at original institution		1%	7%	0%	0%
Degree from a different institution		9%	9%	0%	0%
Transferred to a different institution		14%	14%	0%	100%
Not graduated, never transferred, no longer enrolled		17%	16%	20%	0%
Non-first-time, Part-time Students	**Cohort**	**2015***	**2017**	**2015***	**2017***
Degree from original institution		20%	30%	50%	50%
Not graduated, still enrolled at original institution		20%	15%	0%	0%
Degree from a different institution		0%	10%	0%	0%
Transferred to a different institution		20%	16%	0%	0%
Not graduated, never transferred, no longer enrolled		40%	30%	50%	50%

Measures of Student Achievement and Success/Institutional Performance and Goals					
		3 Years	**2 Years**	**1 Year**	**Current Year**	**Next Year**
		2016-2017 Graduates	**2017-2018**	**2018-2019**	**2019-2020**	**(FY 2022)**
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)						
1	Percent of students attending graduate	18%	19%	17%	20%	20%
2						
3						
4						
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.						
		2017 Cohort	**2018 Cohort**	**2019 Cohort**	**2020 Cohort**	**Next Year**
1	At least 30 credits earned by second year	73%	74%	78%	73%	75%
2		**2016 Cohort**	**2017 Cohort**	**2018 Cohort**	**2019 Cohort**	**Next Year**
3	At least 60 credits earned by third year	65%	67%	67%	70%	68%
4						

Definition and Methodology Explanations	
1	*Indicates a cohort of 5 or less.
2	Percent of students attending graduate school was calculated using UMaine's postgraduate survey (Life After UMaine).
	To evaluate the Think30 initiative, UMaine tracks the percentage of first-year students returning their second year with at least 30 credits and those returning in their third year with at least 60 credits.

Standard Eight: University of Maine and Univ. of Maine at Machias

Standard 8: Educational Effectiveness								
		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent
		(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)

? State Licensure Examination Passage Rates

Name of exam		# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1	Maine Forester License	18	18	14	14	4	4	5	5
2									
3									
4									
5									

? National Licensure Passage Rates

Name of exam		# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1	National Board of Certified Athletic Training	6	6	3	3	5	5		
	Praxis I (UMaine)	85	85	65	65	85	85	84	84
	Praxis II (UMaine)	85	85	65	65	85	85	84	84
	Praxis (UMaine Machias)	17	16	20	15	20	15	18	13
2	Fundamentals of Engineering (FE)								
3	Engineering majors taking FE	87	75	80	66	60	43	30	25
4	Engineering technology majors taking FE	17	6	20	6	7	2	5	1
	Medical Sciences Laboratory Exam	3	3	5	4	5	5	6	
	Speech Pathology Praxis	14	14	15	15	12	12	9	9
	Licensed Master's of Social Work								
	Licensed Clinical Social Work								
	NCLEX-RN	89	77	64	61	101	97	50	46
	AANP	7	7	14	14	12	11	12	7
5									

? Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Athletic Training		7	7	5	5	7	7	8	6
2	Teaching								3	2
3	Licensed Teachers Employed in Maine				85	40				
	MSN-FNP		14	14	8	8	11	11	12	12
	Forest Resource Bachelor's degrees		13	9	24	18	32	27	21	20
	Chemical & Biomedical		21	18	21	17	19	16		
	Civil		20	18	27	25	28	24	47	34
	Electrical and Computer		8	8	9	9	8	8	11	6
	Engineering Physics		6	1	5	3	1	1	8	5
	Mechanical		15	14	21	18	21	21	37	21
	Construction Engineering Tech		6	6	11	11	8	8	0	N/A
	Electrical Engineering Tech		8	8	4	4	0	N/A	4	3
	Mechanical Engineering Tech		15	14	10	9	8	8	14	9
	Surveying Engineering Tech		2	2	2	2	2	2	9	5
4	Medical Sciences		3	3	5	5	5	5	6	
5	Communicaton Science & Disorders		14	14	15	15	16	16	16	

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal						
			3 Years	2 Years	1 Year	Current	Next Year
			(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1	N/A					
2						
3						
4						
5						

? Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Standard Eight: University of Maine and Univ. of Maine at Machias

Standard 8: Educational Effectiveness					
Student Success Measures/	3 Years	2 Years	1 Year	Current	Next Year
	(FY 2018)	(FY2019)	(FY 2020)	(FY 2021)	(FY 2022)
Master's Programs (Add definitions/methodology in #1 below)					
Retention cohort year	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Graduation cohort year	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20
Time to degree year	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Retention rates first-to-second year	89%	83%	85%	82%	83%
Graduation rates @ 150% time (3 years)	75%	68%	71%	72%	73%
Average time to degree	2.6	2.5	2.5	2.6	2.6
Other measures, specify:					
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention cohort year	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Graduation cohort year	AY11-12	AY12-13	AY13-14	AY14-15	AY15-16
Time to degree year					
Retention rates first-to-second year	97%	89%	98%	95%	95%
Graduation rates @ 150% time (7 years)	43%	49%	58%	64%	64%
Average time to degree	5.4	5.9	5.8	5.3	5.3
Other measures, specify:					
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	na	na	na	na	na
Graduation rates @ 150% time	na	na	na	na	na
Average time to degree	na	na	na	na	na
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Years	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Course completion rates: Percentage of students who did not withdraw	94%	94%	94%	94%	94%
Retention rates (first year)					
Retention cohort year	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Bachelor's	91%	83%	80%	84%	84%
Post-graduate certificates	83%	76%	82%	83%	83%
Master's	97%	87%	92%	90%	90%
Graduation rates					
Undergraduate cohort year	AY14-15	AY15-16	AY16-17	AY17-18	AY18-19
Undergraduate (within 4 years)	na	56%	30%	35%	35%
Post-graduate certificate cohort year	AY16-17	AY17-18	AY18-19	AY19-20	AY20-21
Post-graduate certificates (within 2 years)	42%	38%	32%	42%	42%
Master's cohort year	AY15-16	AY16-17	AY17-18	AY18-19	AY19-20
Master's (within 3 years)	68%	30%	42%	39%	39%
Other measures, specify:					
Course success rates: The percentage of student grades earning a C- or better	88%	87%	86%	80%	85%
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Course completion rates (Regional campus)	91%	90%	90%	92%	92%
Course completion rates (Hutchinson Center)	96%	94%	93%	97%	97%
Course completion rates (Graduate School of Business, Portland)	na	na	100%	100%	100%
Retention cohort year	Fall 2017	Fall 2018	Fall 2019	Fall 202	Fall 2021
Retention rates (Regional Campus)	55%	50%	58%	58%	59%
Graduation cohort year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Graduation rates (Regional Campus)	30%	32%	28%	23%	23%
Other measures, specify:	AY17-18	AY18-19	AY19-20	AY20-21	AY21-22
Course success rates (percentage of students who earned a C- or better)					
Regional campus	79%	78%	79%	84%	84%
Hutchinson Center	93%	89%	88%	90%	90%
Graduate School of Business, Portland	na	na	100%	98%	98%
Definition and Methodology Explanations					
1	*Course completion rates* reflect the percentage of students who did not withdraw from a course. Course success rates: reflect the percentage of students who earned a C- or better in a course.				
2	*Distance retention rates:* The percentage of students who entered UMaine in an online-only program (in the summer, fall, or spring terms) who returned at least once over the period of three semesters. Included are students in the online bachelor's and master's degree programs. Tracking for these students began with the fall 2014 cohort.				
3	*Distance graduation rates:* The percentage of students who entered UMaine in an online-only program (in the summer, fall, or spring terms of the cohort year) who graduated. Included are students in the online bachelor's and master's degree programs. Tracking for these students began with the fall 2014 cohort.				
4	Other notes. - Included in the master's and doctoral retention and graduation rates are master's or doctoral students who were enrolled full time in their first semester (i.e., taking 6 or more credit hours). Average time to degree is based on all students who completed the degree in the given year, and calculated using their admit term into the program. - Students taking courses at the Hutchinson Center (separate instructional location) and the Graduate School of Business Portland campus are not tracked separately for retention and graduation.				
5					

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)					
Student Success Measures / Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
IPEDS Retention Data	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**
Certificate degree students	(N=5) 60%	(N=1) 0%	(N=2) 50%	(N=5) 40%	(N=5) 45%
First-Time, Full-Time	(N=4) 50%	(N=0) na	(N=2) 50%	(N=3) 33%	-
First-Time, Part-Time	(N=1) 100%	(N=1) 0%	(N=0) na	(N=2) 50%	-
Associate degree students	(N=60) 47%	(N=109) 40%	(N=88) 41%	(N=99) 44%	(N=100) 45%
First-Time, Full-Time	(N=20) 60%	(N=67) 42%	(N=57) 46%	(N=59) 42%	-
First-Time, Part-Time	(N=40) 40%	(N=42) 38%	(N=31) 32%	(N=40) 48%	-
Bachelors degree students	(N=230) 57%	(N=265) 55%	(N=267) 58%	(N=271) 62%	(N=275) 63%
First-Time, Full-Time	(N=165) 59%	(N=186) 61%	(N=198) 62%	(N=199) 65%	-
First-Time, Part-Time	(N=65) 51%	(N=79) 42%	(N=69) 49%	(N=72) 53%	-
? **IPEDS Graduation Data (150% of time)**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**	**Fall 2016**
Overall Graduation Rate (Cert/Assoc/Bach)	(N=319) 18%	(N=276) 13%	(N=255) 19%	(N=231) 16%	(N=233) 19%
Certificate degree students	(N=1) 100%	(N=2) 50%	(N=3) 0%	(N=1) 0%	(N=1) 0%
Associate degree students	(N=128) 17%	(N=102) 12%	(N=80) 24%	(N=54) 20%	(N=54) 24%
Bachelors degree students	(N=190) 15%	(N=172) 13%	(N=172) 15%	(N=176)15%	(N=178) 16%
? **IPEDS Outcomes Measures Data**	**(2010-11)**	**(2011-2012)**	**(2012-2013)**	**(2013-2014)**	**(2014-2015)**
Total Entering students	**N=1700**	**N=1384**	**N=1504**	**N=1370**	
Awarded a degree within four years	17%	20%	19%	20%	21%
Awarded a degree within six years	24%	28%	28%	25%	28%
Awarded a degree within eight years	26%	30%	31%	27%	31%
Not awarded within eight years but still enrolled	3%	3%	3%	2%	2%
Transferred to a different institution	21%	22%	19%	22%	15%
First-time, full time students	N=397	N=395	N-371	N=348	
Awarded a degree within four years	10%	13%	8%	11%	13%
Awarded a degree within six years	15%	21%	18%	17%	21%
Awarded a degree within eight years	18%	23%	20%	18%	23%
Not awarded within eight years but still enrolled	3%	2%	4%	2%	2%
Transferred to a different institution	21%	25%	22%	25%	25%
First-time, part-time students	N=405	N=253	N=283	N=267	
Awarded a degree within four years	4%	4%	6%	4%	6%
Awarded a degree within six years	11%	8%	13%	7%	10%
Awarded a degree within eight years	13%	11%	18%	9%	18%
Not awarded within eight years but still enrolled	4%	6%	2%	4%	4%
Transferred to a different institution	23%	21%	19%	18%	18%
Non-first-time, full-time students	N=393	N=321	N=380	N=354	
Awarded a degree within four years	31%	35%	31%	32%	34%
Awarded a degree within six years	38%	41%	42%	38%	40%
Awarded a degree within eight years	39%	43%	45%	39%	42%
Not awarded within eight years but still enrolled	2%	3%	2%	1%	1%
Transferred to a different institution	21%	20%	20%	22%	20%
Non-first-time, part-time students	N=505	N=415	N=470	N=401	
Awarded a degree within four years	21%	24%	24%	27%	28%
Awarded a degree within six years	30%	35%	33%	34%	35%
Awarded a degree within eight years	32%	37%	36%	36%	37%
Not awarded within eight years but still enrolled	3%	2%	3%	2%	2%
Transferred to a different institution	19%	21%	17%	21%	18%
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1					
2					
3					
4					
5					
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

? Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago Fall 2015	4 years ago Fall 2017	6 years ago Fall 2015	4 years ago Fall 2017
First-time, Full-time Students	**N=178**	**N=165**	**N=56**	**N=20**
Degree from original institution	20%	15%	25%	45%
Not graduated, still enrolled at original institution	6%	18%	4%	5%
Degree from a different institution	13%	7%	7%	0%
Transferred to a different institution	22%	16%	13%	5%
Not graduated, never transferred, no longer enrolled	38%	44%	52%	45%
First-time, Part-time Students	**N=103**	**N=65**	**N=50**	**N=40**
Degree from original institution	7%	6%	16%	20%
Not graduated, still enrolled at original institution	11%	25%	2%	5%
Degree from a different institution	4%	5%	6%	8%
Transferred to a different institution	13%	25%	14%	10%
Not graduated, never transferred, no longer enrolled	66%	40%	62%	58%
Non-first-time, Full-time Students	**N=243**	**N=175**	**N=45**	**N=22**
Degree from original institution	40%	44%	40%	50%
Not graduated, still enrolled at original institution	1%	10%	2%	23%
Degree from a different institution	12%	5%	9%	0%
Transferred to a different institution	10%	13%	11%	5%
Not graduated, never transferred, no longer enrolled	38%	28%	38%	23%
Non-first-time, Part-time Students	**N=241**	**N=179**	**N=30**	**N=32**
Degree from original institution	28%	27%	40%	38%
Not graduated, still enrolled at original institution	7%	16%	3%	13%
Degree from a different institution	12%	13%	13%	0%
Transferred to a different institution	14%	13%	17%	9%
Not graduated, never transferred, no longer enrolled	39%	31%	27%	41%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1					
2					
3					
4					

Definition and Methodology Explanations

1
2

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2017-18)		2 Years Prior (FY 2018-19)		1 Year Prior (FY 2019-20)		Most Recent Year (FY 2020-21)	
? **State Licensure Examination Passage Rates**									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	ADEX - Dental Hygiene	18	17	13	13	19	19	15	15
2	ASCP - Med Lab Tech	9	9	5	5	15	12		
3	Praxis Exam - Education	NA	NA	NA	NA	17	14	17	12
4									
5									
? **National Licensure Passage Rates**									
	Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
1	ARE - Architecture *	100%		67-100%		100%		75-100%	
2	DANB - Dental Assisting	15	15	9	8	8	7	9	6
3	NBDHE - Dental Hygiene	18	17	13	13	19	19	15	14
4									
5									
? **Job Placement Rates**									
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Architecture		8	6	1	1	14	13	0	0
2	Aviation (B.S.)		2	2	1	1	3	3		
3	Dental Assisting		8	8	9	8	8	4	1	1
4	Dental Hygiene		18	16	13	13	19	19	15	13
5	Med Lab Technology		12	11	7	7	15	12		

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

			3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)
? **Completion Rates**							
1							
2							
3							
4							
5							
? **Placement Rates**							
1							
2							
3							
4							
5							

Please enter any explanatory notes in the box below

ADEX (American Board of Dental Examiners)
ARE (Architect Record Examinations) - If program graduates want to become licensed architects, they take the exams typically after a couple of years from their graduation. Therefore, the Architecture program is unable to track specific numbers. However, National Council of Architectural Registration Boards (NCARB) publish exam pass rates by state and school at https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school
ASCP (American Society for Clinical Pathology)
DANB (Dental Assisting National Board Examination)
NBDHE(National Board Dental Hygiene Examination)
Praxis Exam: Reported figures are unique count of students/graduates.

Standard Eight: University of Maine at Augusta

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year (Masters)			na	F20 to F21 (N=22) 77%	F21 to F22 (N=9) 8 of the 9 (89%) have returned Sp22
Retention rates first-to-second year (Certificate of Graduate Study)			na	F20 to F21 (N=14) 64%	F21 to F22 (N=16) 11 of the 16 (69%) have returned Sp22
Graduation rates @ 150% time (Masters)			na	na	F20 cohort (N=22) 14 of the 22 (64%) are still with us Sp22
Graduation rates @ 150% time (Certificate of Graduate Study)			na	F20 cohort (N=14) 64%	Fall 21 cohort (N=16) 11 of the 16 (69%) have returned Sp22
Average time to degree (Masters)			na	na	
Average time to degree (Certificate of Graduate Study)			na	3 semesters	
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1 Fall 2020 was UMA's first term of admission for graduate programs.					
2					
3					
4					
5					

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2019)	2 Years Prior (FY2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Next Year Forward (goal) (FY 2023)
	IPEDS Retention Data					
	Associate degree students					
	Bachelors degree students	71%	73%	72%	66%	72%
?	**IPEDS Graduation Data (150% of time)**					
	Associate degree students					
	Bachelors degree students	56%	58%	60%	55%	58%
?	**IPEDS Outcomes Measures Data**					
	First-time, full time students					
	Awarded a degree within six years	56%	50%	52%	58%	54%
	Awarded a degree within eight years	58%	51%	53%	58%	55%
	Not awarded within eight years but still enrolled	0%	1%	0%	0%	0%
	First-time, part-time students					
	Awarded a degree within six years	57%	100%	20%	0%	59%
	Awarded a degree within eight years	57%	100%	20%	0%	59%
	Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
	Non-first-time, full-time students					
	Awarded a degree within six years	58%	65%	53%	61%	59%
	Awarded a degree within eight years	60%	65%	55%	62%	61%
	Not awarded within eight years but still enrolled	0%	0%	0%	1%	0%
	Non-first-time, part-time students					
	Awarded a degree within six years	55%	39%	40%	69%	51%
	Awarded a degree within eight years	55%	50%	48%	69%	56%
	Not awarded within eight years but still enrolled	0%	6%	0%	0%	2%
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1						
2						
3						
4						
5						
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1	Pell Recipient (within entering year) [First-Time, Full-Time Bachelor within 150%]	46%	54%	52%	49%	51%
2	Recipients of a Direct Subsidized Loan (within entering year) that did not receive a Pell Grant [First-Time, Full-Time Bachelor within 150%]	54%	60%	65%	66%	60%
3	Did not receive either a Pell Grant or Direct Subsidized Loan (within entering year) [First-Time, Full-Time Bachelor within 150%]	61%	66%	71%	56%	66%
4						
5						
	Definition and Methodology Explanations					
1	6-year graduation rates, per IPEDS/CDS methodologies					
2						

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard Eight: University of Maine at Farmington

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**	Fall 2013 Cohort			
	Degree from original institution	58%	45%		
	Not graduated, still enrolled at original institution	1%	14%		
	Degree from a different institution	9%	4%		
	Transferred to a different institution	23%	21%		
	Not graduated, never transferred, no longer enrolled	10%	16%		
?	**First-time, Part-time Students**				
	Degree from original institution	0%	0%		
	Not graduated, still enrolled at original institution	0%	0%		
	Degree from a different institution	0%	0%		
	Transferred to a different institution	50%	0%		
	Not graduated, never transferred, no longer enrolled	50%	100%		
?	**Non-first-time, Full-time Students**				
	Degree from original institution	61%	55%		
	Not graduated, still enrolled at original institution	1%	7%		
	Degree from a different institution	10%	7%		
	Transferred to a different institution	27%	25%		
	Not graduated, never transferred, no longer enrolled	1%	6%		
?	**Non-first-time, Part-time Students**				
	Degree from original institution	69%	54%		
	Not graduated, still enrolled at original institution	0%	15%		
	Degree from a different institution	8%	8%		
	Transferred to a different institution	23%	23%		
	Not graduated, never transferred, no longer enrolled	0%	0%		

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

	Measures of Student Achievement and Success/Institutional Performance and Goals				
		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2019)	(FY2020)	(FY 2021)	(FY 2022)	(FY 2023)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1						
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1						
2						
3						
4						
	Definition and Methodology Explanations					
1						
2						

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior (FY 2019)		2 Years Prior (FY 2020)		1 Year Prior (FY 2021)		Most Recent Year (FY 2022)	

? **State Licensure Examination Passage Rates**

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1										
2										
3										
4										
5										

? **National Licensure Passage Rates**

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1										
2										
3										
4										
5										

? **Job Placement Rates**

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

			3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)

? **Completion Rates**

1							
2							
3							
4							
5							

? **Placement Rates**

1							
2							
3							
4							
5							

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	92%	80%	100%	100%	98%
Graduation rates @ 150% time	77%	40%	40%	100%	82%
Average time to degree	2.11	1.86	2.31	2.56	2.29
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1 Master's degree graduation rates are defined using a 3-year graduation rate. The cohort provided is the last IPEDS Outcomes Measures cohort for Fall 2013. Small numbers of entering degree-seeking graduate students with counts less than 20 may unduly influence persistence and graduation rates.					
2					
3					
4					
5					

Standard Eight: University of Maine at Fort Kent

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)							
Student Success Measures/ Prior Performance and Goals	3 Years Prior (IPEDS 2018-19)	2 Years Prior (IPEDS 2019-20)	1 Year Prior (IPEDS 2020-21)	Current Year (IPEDS 2021-22)	Next Year Forward (goal)		JT 3-2-2022 Reach out to Alex M to complete
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)		
IPEDS Retention Data							
Associate degree students	61%	66%	44%	53%			
Bachelors degree students	64%	62%	65%	71%			
? IPEDS Graduation Data (150% of time)							
Associate degree students	37%	25%	24%	23%			
Bachelors degree students	47%	38%	45%	45%			
? IPEDS Outcomes Measures Data							
First-time, full time students							
Awarded a degree within six years	38%	34%	45%	35%			
Awarded a degree within eight years	39%	37%	46%	36%			
Not awarded within eight years but still enrolled	27%	20%	23%	40%			
First-time, part-time students							
Awarded a degree within six years	0%	10%	13%	7%			
Awarded a degree within eight years	20%	10%	19%	7%			
Not awarded within eight years but still enrolled	0%	0%	50%	73%			
Non-first-time, full-time students							
Awarded a degree within six years	72%	71%	73%	65%			
Awarded a degree within eight years	73%	73%	76%	66%			
Not awarded within eight years but still enrolled	14%	0%	12%	20%			
Non-first-time, part-time students							
Awarded a degree within six years	48%	47%	57%	57%			
Awarded a degree within eight years	53%	51%	60%	58%			
Not awarded within eight years but still enrolled	16%	2%	14%	17%			
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)							
1							
2							
3							
4							
5							
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)							
1							
2							
3							
4							
5							
Definition and Methodology Explanations							
1							
2							
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)							

		Bachelor Cohort Entering		Associate Cohort Entering	
?	**Category of Student/Outcome Measure**	**6 years ago**	**4 years ago**	**6 years ago**	**4 years ago**
?	**First-time, Full-time Students**				
	Degree from original institution	46%	28%	23%	48%
	Not graduated, still enrolled at original institution	2%	16%	0%	0%
	Degree from a different institution	6%	2%	15%	4%
	Transferred to a different institution	24%	21%	12%	12%
	Not graduated, never transferred, no longer enrolled	21%	33%	50%	36%
?	**First-time, Part-time Students**				
	Degree from original institution	50%	33%	N/A	0%
	Not graduated, still enrolled at original institution	0%	0%	N/A	0%
	Degree from a different institution	0%	0%	N/A	0%
	Transferred to a different institution	50%	67%	N/A	0%
	Not graduated, never transferred, no longer enrolled	0%	0%	N/A	100%
?	**Non-first-time, Full-time Students**				
	Degree from original institution	62%	75%	14%	0%
	Not graduated, still enrolled at original institution	3%	2%	14%	0%
	Degree from a different institution	6%	4%	14%	0%
	Transferred to a different institution	9%	7%	14%	29%
	Not graduated, never transferred, no longer enrolled	20%	11%	43%	71%
?	**Non-first-time, Part-time Students**				
	Degree from original institution	57%	57%	40%	100%
	Not graduated, still enrolled at original institution	2%	5%	0%	0%
	Degree from a different institution	9%	5%	0%	0%
	Transferred to a different institution	10%	12%	40%	0%
	Not graduated, never transferred, no longer enrolled	21%	20%	20%	0%

Measures of Student Achievement and Success/Institutional Performance and Goals

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1						
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1	**See ESeries Form for Nursing**					
2						
3						
4						
	Definition and Methodology Explanations					
1						

253

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior (FY 2)		2 Years Prior (FY 2)		1 Year Prior (FY 2)		Most Recent Year (FY 2)	
? State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								
? National Licensure Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1								
2								
3								
4								
5								
? Job Placement Rates								
Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1								
2								
3								
4								
5								

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applical

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
? Completion Rates					
1					
2					
3					
4					
5					
? Placement Rates					
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Standard Eight: University of Maine at Fort Kent

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2017-18)	**(FY2018-19)**	**(FY 2019-20)**	**(FY 2020-21)**	**(FY 2021-22)**
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
	(FY 2018)	**(FY 2019)**	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**
Distance Education (Add definitions/methodology in #4 below)	Returned Fall '17	Returned Fall '18	Returned Fall '19	Returned Fall '20	Returned Fall '21
Course completion rates	86%	85%	87%	88%	**
Retention rates	100%***	50%***	44%***	33%***	67%***
Graduation rates					
Other measures, specify:					
Early College Course Completion Rates	91.00%	89.00%	90.00%	90.00%	**
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					

1
2
3

Distance Ed course completion rates include courses with a modality of Hybrid, Hyflex, Blended, and Online. Early College courses (Concurrent, Bridge Year, and Aspirations) with Distance Ed modalities are excluded from this row and included separatelely under "Other Measures." Retention rates are fall to fall and for Distance Education and includes students in any program labeled "Online" in the description as of the student's first term at UMFK. Retention data include First-Year degree seeking students only, who enrolled in an online program their first term at UMFK. Graduation data, similar, also include only full-time first-year degree seeking bachelor-degree seeking undergraduates in programs flagged as "Online" in their first term. Note that neither of these include UMFK's Nursing AP (Academic Partnerships) program (an RN to BSN), which enrolls transfer students. Early College course completion rates calculated as the percentage of credit hours earned (with a C- or higher) out of the total SCH students enrolled in, excluding incompletes and those who dropped before the end of add/drop.

Data for Course Completion rates for the Current Year will not be available until Summer 2022.

4 ***Cohort size is less than 10 thus these rates could fluctuate substantially from year to year***

5

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY 2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
IPEDS Retention Data					
Associate degree students	60%	47%	60%	67%	
Bachelors degree students	62%	63%	71%	67%	
? **IPEDS Graduation Data (150% of time)**					
Associate degree students	33%	41%	16%	31%	
Bachelors degree students	35%	37%	33%	36%	
? **IPEDS Outcomes Measures Data**					
First-time, full time students					
Awarded a degree within six years	39%	28%	34%	40%	
Awarded a degree within eight years	40%	28%	37%	41%	
Not awarded within eight years but still enrolled	1%	3%	2%	1%	
First-time, part-time students					
Awarded a degree within six years	0%	25%	0%	8%	
Awarded a degree within eight years	0%	25%	0%	8%	
Not awarded within eight years but still enrolled	7%	0%	0%	8%	
Non-first-time, full-time students					
Awarded a degree within six years	58%	65%	60%	65%	
Awarded a degree within eight years	60%	66%	61%	67%	
Not awarded within eight years but still enrolled	1%	1%	2%	1%	
Non-first-time, part-time students					
Awarded a degree within six years	40%	61%	40%	42%	
Awarded a degree within eight years	44%	65%	47%	45%	
Not awarded within eight years but still enrolled	0%	4%	2%	0%	
? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1					
2					
3					
4					
5					
? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard Eight: University of Maine at Presque Isle

?	Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
		6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution	41%	27%	23%	41%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**First-time, Part-time Students**				
	Degree from original institution	0%	0%	100%	0%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Full-time Students**				
	Degree from original institution	65%	37%	86%	0%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				
?	**Non-first-time, Part-time Students**				
	Degree from original institution	44%	56%	67%	67%
	Not graduated, still enrolled at original institution				
	Degree from a different institution				
	Transferred to a different institution				
	Not graduated, never transferred, no longer enrolled				

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
	Measures of Student Achievement and Success/Institutional Performance and Goals					
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1						
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1						
2						
3						
4						
	Definition and Methodology Explanations					
1						
2						

								Most Recent Year	
	Standard 8: Educational Effectiveness (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)								
		3-Years Prior		2 Years Prior		1 Year Prior			
		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	

? State Licensure Examination Passage Rates

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	N/A									
5										

		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	

? National Licensure Passage Rates

	Name of exam		# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	National Physical Therapist Assistant Exa		3	4	11	11	8	9	(July 2022)	(July 2022)
2										
5										

		(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Physical Therapist Assistant**		3**	3	11	11	8	8	(not yet available)	(not yet available)
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1						
2						
3						
4						
5						

? Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

* Ultimate pass rate includes graduates who pass the exam after more than one attempt (as of March, 2022)
** Based on the number of known graduates who sought employment as a PTA and who became employed as a PTA within 6 months of passing the national licensure exam (information is based on personal communication, graduate and employer survey responses as of March, 2022).

The physical therapist assistant program at the University of Maine at Presque Isle is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. If needing to contact the program/institution directly, please call (207) 768-9542 or email the director at matthew.papsadora@maine.edu.

Standard Eight: University of Maine at Presque Isle

(Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2023)**
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	*	*	*	*	
Graduation rates @ 150% time	*	*	*	*	
Average time to degree	*	*	*	*	
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1					
2					
3	*Our graduate programming is new, and we do not have data to report at this time.				
4					
5					

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	(FY 2019)	**(FY2020)**	**(FY 2021)**	**(FY 2022)**	**(FY 2)**
IPEDS Retention Data					
Associate degree students	n/a	n/a	n/a	n/a	
Bachelors degree students	70%	69%	70%	65%	68%
? IPEDS Graduation Data (150% of time)					
Associate degree students	n/a	n/a	n/a	n/a	
Bachelors degree students	39%	40%	36%	34%	34%
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	31%	33%	39%	40%	40%
Awarded a degree within eight years	34%	38%	43%	42%	42%
Not awarded within eight years but still enrolled	1%	1%	1%	1%	
First-time, part-time students					
Awarded a degree within six years	23%	7%	14%	9%	23%
Awarded a degree within eight years	23%	15%	18%	15%	23%
Not awarded within eight years but still enrolled	3%	3%	0%	0%	
Non-first-time, full-time students					
Awarded a degree within six years	54%	57%	60%	60%	65%
Awarded a degree within eight years	56%	59%	62%	62%	65%
Not awarded within eight years but still enrolled	2%	1%	1%	1%	
Non-first-time, part-time students					
Awarded a degree within six years	39%	36%	37%	43%	45%
Awarded a degree within eight years	43%	41%	41%	46%	47%
Not awarded within eight years but still enrolled	2%	2%	2%	1%	
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 All Degree Seeking Students to TERM2	83%	84%	84%	80%	83%
2 All Degree Seeking Students (ages 18-24) TERM2	86%	87%	87%	82%	85%
3 All Degree Seeking Students (ages >24) TERM2	76%	75%	75%	72%	75%
4 All Degree Seeking Dorm Students TERM2	90%	91%	91%	86%	89%
5 All Degree Seeking Commuter Students TERM2	81%	81%	82%	79%	81%
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 All Degree Seeking Students to YEAR2	59%	60%	59%	54%	58%
2 All Degree Seeking Students (ages 18-24) YEAR2	64%	65%	64%	58%	62%
3 All Degree Seeking Students (ages >24) YEAR2	48%	46%	45%	43%	46%
4 All Degree Seeking Dorm Students YEAR2	72%	73%	69%	66%	70%
5 All Degree Seeking Commuter Students YEAR2	55%	55%	55%	52%	54%
Definition and Methodology Explanations					
1 Undergraduate Degree Seeking Students Enrolled broken down by above categories with GPA Sem/Cum for TERM2. For FirstYear by gender and additional breakdowns, including dorm/commuter by gender and class level, see USM_Retention_Persistence_GPA.pdf. Goal is based on the four most recent years average.					
2 Undergraduate Degree Seeking Students Enrolled broken down by above categories with GPA Sem/Cum for YEAR2. For FirstYear by gender and additional breakdowns, including dorm/commuter by gender and class level, see USM_Retention_Persistence_GPA.pdf. Goal is based on the four most recent years average.					
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)					

Standard Eight: University of Southern Maine

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	36%	37%	n/a	n/a
Not graduated, still enrolled at original institution	3%	16%	n/a	n/a
Degree from a different institution	13%	6%	n/a	n/a
Transferred to a different institution	5%	8%	n/a	n/a
Not graduated, never transferred, no longer enrolled	43%	33%	n/a	n/a
First-time, Part-time Students				
Degree from original institution	7%	6%	n/a	n/a
Not graduated, still enrolled at original institution	2%	0%	n/a	n/a
Degree from a different institution	9%	3%	n/a	n/a
Transferred to a different institution	16%	11%	n/a	n/a
Not graduated, never transferred, no longer enrolled	66%	80%	n/a	n/a
Non-first-time, Full-time Students				
Degree from original institution	63%	64%	n/a	n/a
Not graduated, still enrolled at original institution	3%	5%	n/a	n/a
Degree from a different institution	8%	7%	n/a	n/a
Transferred to a different institution	2%	3%	n/a	n/a
Not graduated, never transferred, no longer enrolled	24%	21%	n/a	n/a
Non-first-time, Part-time Students				
Degree from original institution	39%	40%	n/a	n/a
Not graduated, still enrolled at original institution	4%	12%	n/a	n/a
Degree from a different institution	11%	7%	n/a	n/a
Transferred to a different institution	7%	6%	n/a	n/a
Not graduated, never transferred, no longer enrolled	39%	35%	n/a	n/a

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2017-18)	2 Years Prior (FY2018-19)	1 Year Prior (FY 2019-20)	Current Year (FY 2020-21)	Next Year Forward (goal) (FY 2021-22)
Success of students: Those who reported pursuing higher degrees (after graduation)					
1 USM Commencement-Exit Survey: Total number of Survey Respondents and overall number and percentage of graduating students who reported that they are pursuing a higher degree or further education, immediately following their graduation	Total N=737 N=145 (20%)	Total N=890 N=162 (18%)	Total N=662 N=145 (22%)	Total N=483 N=88 (18%)	not yet completed
2 USM Commencement-Exit Survey: *Out of those receiving Undergraduate degrees, number and percentage of these students pursuing a higher degree or further education	Total Undergrds=583 N=130 (22%)	Total Undergrds=682 N=135 (20%)	Toal Undergrds=486 N=121 (25%)	Total Undergrds=307 N=78 (25%)	n/a
3 USM Commencement-Exit Survey: *Out of those receiving Graduate degrees, number and percentage of these students pursuing a higher degree or further education	Total Grad=154 N=15 (10%)	Total Grad=208 N=27 (13%)	Total Grad=176 N=24 (14%)	Total Grad=176 N=10 (6%)	n/a
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared.					
USM Commencement-Exit Survey: Total number of Survey Respondents: (see breakdown below for numbers and percentages of the graduating students who reported that they are pursuing mission-related paths	Total Respondents: 737	Total Respondents : 890	Total Respondents: 662	Total Respondents: 483	not yet available
1 USM Commencement-Exit Survey: number and percentage of students who reported they were pursing Military Experience, after graduation	N=16 (2%)	N=12 (1%)	N=5 (1%)	N=9 (2%)	not yet available
2 USM Commencement-Exit Survey: number and percentage of students who reported they were pursing Peace Corps, AmeriCorps, or Teach for America, after graduation	N=11 (1%)	N=21 (2%)	N=9 (1%)	N=5 (1%)	not yet available
3 USM Commencement-Exit Survey: number and percentage of students who reported they were pursing Public Service or Community Involvement, after graduation	N=257 (35%)	N=311 (35%)	N=250 (38%)	N=138 (29%)	not yet available
Success of students: Those who reported having a job in their desired field (after graduation)					
1 USM Commencement-Exit Survey: Total number of Survey Respondents, and overall number and percentage of graduating students who reported they have a job in their field, after graduation	Total N=737 N=206 (28%)	Total N=890 N=270 (30%)	Total N=662 N=199 (30%)	Total N=483 N=207 (43%)	not yet completed
2 USM Commencement-Exit Survey: *Out of those receiving Undergraduate degrees, number and percentage of these students who reported they have a job in their field, after graduation	Total Undergrds=583 N=166 (28%)	Total Undergrds=682 N=169 (25%)	Toal Undergrds=486 N=112 (23%)	Total Undergrds=307 N=101 (33%)	n/a
3 USM Commencement-Exit Survey: *Out of those receiving Graduate degrees, number and percentage of these students who reported they have a job in their field, after graduation	Total Grad=154 N=40 (26%)	Total Grad=208 N=101 (49%)	Total Grad=176 N=87 (49%)	Total Grad=176 N=106 (60%)	n/a

Definition and Methodology Explanations

1 The USM Commencement-Exit Survey is an ongoing survey administered to students who applied to graduate by the spring or summer. The survey consists of items which ask the graduating students about their experiences at the university and in their academic major; in addition to, their plans for post-graduation employment, experiences they plan to pursue after graduation, and if they are continuing their education. Some of the data collected are listed in the charts above. The full reports are on the Academic Assessment, Institutional Assessment Reports webpage. The direct link to the Commencement-Exit Survey reports is: https://usm.maine.edu/assessment/overall-commencement-reports

2

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

Licensure Passage and Job Placement Rates

State Licensure Examination Passage Rates

	Name of exam	3-Years Prior (FY 2018-19) # who took exam	# who passed	2 Years Prior (FY 2019-20) # who took exam	# who passed	1 Year Prior (FY 2020-21) # who took exam	# who passed	Most Recent Year (FY 2021-22) # who took exam	# who passed
1	Licensed Bachelors Social Worker (LSW)	19	15	unknown	unknown	7	6	not yet avail	not yet avail
2	Licensed Masters Social Worker (LMSW)	27	24	unknown	unknown	34	30	not yet avail	not yet avail
3	Exam for Prof Practice in Psychology (EPPP)**	unknown	unknown	unknown	unknown	unknown	unknown	unknown	unknown
4	ASL Interpreting-State Licensure**	unknown	unknown	unknown	unknown	unknown	unknown	unknown	unknown
5	National Counselor Exam (NCE)	12	n/a	19	n/a	14	n/a	7	n/a
6	Accounting -CPA Exam	24	15	19	13	not avail	not avail	not avail	n/a
7	Art Content Knowledge	1	n/a	2	n/a	n/a	n/a	n/a	n/a
8	Biology Content Knowledge	5	n/a	1	n/a	n/a	n/a	n/a	n/a
9	Chemistry Content Knowledge	0	n/a	1	n/a	n/a	n/a	n/a	n/a
10	Core Academic Skills for Ed: Math	85	81	76	70	n/a	n/a	n/a	n/a
11	Core Academic Skills for Ed: Reading	86	85	75	74	n/a	n/a	n/a	n/a
12	Core Academic Skills for Ed: Writing	85	82	75	72	n/a	n/a	n/a	n/a
13	Education of Young Children	1	n/a	0	n/a	n/a	n/a	n/a	n/a
14	Elem Ed Multi Subj Mathematics	37	37	22	20	n/a	n/a	n/a	n/a
15	Elem Ed Multi Subj Reading Lang Arts	37	37	20	18	n/a	n/a	n/a	n/a
16	Elem Ed Multi Subj Sciences	20	18	37	37	n/a	n/a	n/a	n/a
17	Elem Ed Multi Subj Social Studies	37	34	21	19	n/a	n/a	n/a	n/a
18	English Language Arts: CK	7	n/a	4	n/a	n/a	n/a	n/a	n/a
19	English to Speakers of Other Languages	0	n/a	2	n/a	n/a	n/a	n/a	n/a
20	French World Language	1	n/a	0	n/a	n/a	n/a	n/a	n/a
21	General Science Content Knowledge	2	n/a	0	n/a	n/a	n/a	n/a	n/a
22	Mathematics Content Knowledge	1	n/a	2	n/a	n/a	n/a	n/a	n/a
23	Music Content Knowledge	6	n/a	9	n/a	n/a	n/a	n/a	n/a
24	Physics Content Knowledge	0	n/a	0	n/a	n/a	n/a	n/a	n/a
25	SE Core Knowledge & Applications	$7	n/a	$12	12	n/a	n/a	n/a	n/a
26	Social Studies Content Knowledge	9	n/a	5	n/a	n/a	n/a	n/a	n/a
27	Spanish World Language	0	n/a	1	n/a	n/a	n/a	n/a	n/a
28	School Counseling (advanced program)	4	4	8	800%	n/a	n/a	n/a	n/a
29	School Psychology (advanced program)	2	2	0	n/a	n/a	n/a	n/a	n/a
30	Literacy Specialist (advanced program)	5	5	8	800%	n/a	n/a	n/a	n/a

National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Nat Board for Certif in Occup Therapy (NBCOT)	33	30	32	5200%	3300%	3100%	not yet avail	not yet avail
2	BCBA (Certif of Applied Behavorial Analysis)**	12	9	9	300%	900%	900%	not yet avail	not yet avail
3	PRAXIS: School Psychology	2	2	0	0%	200%	200%	not yet avail	not yet avail
4	ASL Interpreting-Nat Certification Exam **	unknown	unknown	unknown	unknown	unknown	unknown	unknown	unknown
5	NCLEX-RN	146	130	165	143	184	134	not yet avail	not yet avail
6	Psychiatric Mental Health Nurse Practitioner Certification	11	11	6	6	5	5	not yet avail	not yet avail
7	Family Health Nurse Practitioner	24	23	19	18	18	18	not yet avail	not yet avail
8	Adult Gerontology Acute Care Nurse Practitioner	0	0	0	0	1	1	not yet avail	not yet avail
9	Adult Gerontology Primary Care Nurse Practitioner	1	1	1	1	0	0	not yet avail	not yet avail
10	Board of Certification for Athletic Training	9	8	5	2	7	6	not yet avail	not yet avail

Job Placement Rates

	Major		# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	MS-Educ Psych	Educ Psych-ABA concentration	9	unknown	19	unknown	39	unknown	51	not yet avail
2	MS-Educ Psych	School Psych concentration	0	unknown	0	unknown	0	unknown	0	n/a
3	PsyD-Sch Psych	School Psychology	3	3	1	1	3	3	1	1
4	MS-Mental Health	Counseling Education	12	unknown	19	unknown	11	unknown	7	unknown
5	MS-Clincial Rehab	Counseling Education	4	unknown	4	unknown	3	unknown	0	n/a
6	BS-Nursing	School of Nursing	158	142	144	140	175	148	237	not yet avail
7	MS-Nursing	School of Nursing	37	37	28	28	44	44	not yet avail	not yet avail
8	DNP-Nursing	School of Nursing	1	1	1	1	0	0	not yet avail	not yet avail
9	Athletic Training	Exercise,Health,Sports Dept	12	8	6	5	7	5	not yet avail	not yet avail
	Teacher Educ Programs	Total Number EDU programs	112	70	91	50	94	63	not yet avail	not yet avail
10	Teacher Educ	Art Education K-12	4	n/a	5	1	2	1	not yet avail	not yet avail
11	Teacher Educ	Music Education K-12	7	n/a	9	3	8	4	not yet avail	not yet avail
12	Teacher Educ	English as a Second Language K-12	1	n/a	2	2	4	2	not yet avail	not yet avail
13	Teacher Educ	Elementary Education K-8	45	31	35	22	46	32	not yet avail	not yet avail
14	Teacher Educ	SE Elementary Education K-8	16	7	10	5	6	2	not yet avail	not yet avail
15	Teacher Educ	SE Secondary Education 7-12	10	3	7	2	1	n/a	not yet avail	not yet avail
16	Teacher Educ	English 7-12	11	7	9	4	7	4	not yet avail	not yet avail
17	Teacher Educ	Social Studies 7-12	12	8	8	3	14	9	not yet avail	not yet avail
18	Teacher Educ	Mathematics 7-12	1	1	3	3	5	5	not yet avail	not yet avail
19	Teacher Educ	Life Science 7-12	6	5	3	2	4	2	not yet avail	not yet avail
20	Teacher Educ	Physical Science 7-12	4	3	2	1	1	n/a	not yet avail	not yet avail
21	Teacher Educ	French K-12	1	1	1	1	0	0	not yet avail	not yet avail
22	Teacher Educ	Spanish K-12	0	0	3	1	2	2	not yet avail	not yet avail

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Completion Rates					
1					
2					
Placement Rates					
1					
2					

**Comments **

Please enter any explanatory notes in the box below

The Department of Educational and School Psychology offers a Certificate in Applied Behavior Analysis and an MS in Educational Psychology with a Concentration in Applied Behavior Analysis. These programs meet the coursework requirements for national certification as a BCBA. Program completers also most complete an independent supervised experience and pass the national BCBA examination. Only data on FIRST TIME examination pass rates are published; therefore, actual pass rates are higher than reported, but not available. Data are also based on test-takers within a calendar year, not FY, so I reported the 2020 calendar year data in the FY 20-21 column and so on. Data on graduates' job placement rates are not available.

The Department of Educational and School Psychology offers an MS in Educational Psychology with a Concentration in School Psychology and a PsyD in School Psychology. Both programs lead to state certification, which does not require passing an examination. Program completers who opt to pursue national certification as an NCSP but pass the Praxis-School Psychologist examination. These data are pulled annually. PsyD program completers who complete a postdoctoral internship also are eligible to apply for state licensure as a Psychologist. This requires passing the EPPP, but we do not receive score reports for this examination.

The ASL Interpreting Program (Linguistics Department) cannot report licensure rates at this time, because the Maine State licensure requirements for ASL Interpreting are undergoing major revisions and the exam requirements for national licensure are pending.

Standard Eight: University of Southern Maine

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)					
Student Success Measures/ Prior Performance and Goals	**3 Years Prior**	**2 Years Prior**	**1 Year Prior**	**Current Year**	**Next Year Forward (goal)**
	FY 2019)	**FY2020)**	**FY 2021)**	**FY 2022)**	**(FY 2)**
? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	84%	81%	82%	78%	82%
Graduation rates @ 150% time	61%	61%	59%	66%	67%
Average time to degree					
Other measures, specify:					
? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	82%	100%	100%	83%	100%
Graduation rates @ 150% time	0%	0%	0%	64%	less than 5
Average time to degree					
Other measures, specify:					
? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	34%	42%	51%	46%	51%
Graduation rates @ 150% time	75%	73%	70%	62%	70%
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	97%	96%	96%	96%	97%
Retention rates	56%	55%	55%	54%	56%
Graduation rates	75%	54%	71%	75%	75%
Other measures, specify:					
Graduation rates GRAD DistanceEd (Gradin3) %	69	79	74	87	87
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Definition and Methodology Explanations					
1 Measure is based on GradIn3 years.					
2 Measure is based on GradIn5 years. PPM-PHD does not accept applications every fall semester.					
3 Professional Doctorate students are placed here as we do not track First Professional as that is handled by the ABA. This degree is based on the Degree Level definition in Std. 4.1 as Professional Doctorates. These students have been excluded from the #2 section. This measure is based on GradIn5 years.					
4 Based on Students in our Online Programs - CourseCompletion -Looks at FULL year -3 Years Prior begins with Spring2018 and Current ends with Fall2021. Students in a course as of Census and received a grade, regardless of grade, thereby successfully remaining in a course. Retention - Looks at Returnting Year2 where Current EQ Enrolled Fall2020 Returning Fall2021. Graduation - Looks at FirstYear and Transfer Students who GradIn6 for UGRD programs (Row 29) where Current EQ Fall 2015 and GradIn3 for GRAD programs (Row 31) where Current EQ Fall 2018.					
5					

Standard Nine:

Integrity, Transparency and Public Disclosure

The University of Maine System (UMS) is committed to the free pursuit and dissemination of knowledge through its educational and cultural offerings, and outreach and public service to community members, businesses, organizations, and policymakers.

UMS, its universities, and its Law School communicate their NECHE accreditation status on their respective websites, most commonly on a page devoted to public communications. Academic programs that carry industry and professional (discipline-specific) accreditations list these at the program and/or department level so audiences seeking that information can readily access it.

Description

Student academic integrity policy
In 2020, UMS adopted a System-wide Student Academic Integrity policy establishing a uniform institutional standard for academic honesty and replacing a collection of similar but inconsistent university-level policies. The UMS Student Academic Integrity policy enables centralized record-keeping for academic integrity violations and allows faculty and staff to identify and appropriately address cases in which a student engages in academic misconduct at more than one university.

Faculty who teach at more than one UMS university are no longer required to negotiate multiple academic misconduct procedures, and the standardized policy promotes equitable treatment of student academic misconduct across UMS while providing additional rights and opportunities for redress for both students and faculty.

Student privacy
UMS regards student privacy as essential. The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students. Under FERPA, students have the right to inspect and review their educational records and challenge records when they are inaccurate, misleading, or otherwise in violation of privacy rights. Key resources such as Registrars serve at each university to oversee records retention and student information privacy. In addition, the UMS General Counsel is available to assist the universities and Law School when questions or concerns about student privacy arise.

Intellectual property
Faculty and staff seeking protection of, and licensing for, inventions, technologies, processes, software, trademarks, or other intellectual property are supported and guided by area experts. Each UMS university maintains appropriate human and animal subjects review boards.

UM and USM research compliance offices guide the university communities in ethical research and respond appropriately to cases of alleged misconduct. UMS Policies and Procedures for Financial Disclosures and Conflicts of Interest in Extramurally Sponsored Activities apply to all employees and students serving as investigators on proposals submitted to external sponsors.

UMS and its universities expect students to abide by the UMS Student Conduct Code (Code). The Code is updated every three years with input from each university and its stakeholders. The Code also codifies a range of other safety and non-violence policies, including an alcohol and drug policy, a tobacco-free policy, and an illegal downloading policy.

The Code is enforced locally by university and Law School administrators and enables students charged with violations to participate in a transparent and fair resolution process. Members of hearing boards receive substantial training on diversity, equity, academic freedom, and freedom of speech in addition to relevant laws, regulations, and policies.

Public-facing information and data

UMS and its universities transparently provide timely, accessible, accurate, and consistent aggregated information about student achievement and institutional performance to current and prospective students, their families, and the public. The UMS website provides System-wide data and links to each UMS university. UMS also provides information on the successful completion of degrees System-wide.

Each UMS university has its own website containing university-specific information, and a digital university catalogue that is updated annually and is easily accessible. Student learning goals can be found in general education requirements and in program requirements for each major on program web pages, in the university catalogues, and in student handbooks. Student achievement and institutional performance, including retention and graduation rates and, where applicable, licensure exam passage rates, can be found in the UMS DataBook, university web pages, and university catalogues. Examples include UMF's Facts resource, USM's six-year retention and graduation rates, UM's student consumer information and alumni achievement awards, UMA's student consumer information; UMPI's common data set, and UMFK's student consumer information.

Each UMS university publishes the total cost of education and net price, detailed information about financial aid availability, length of study, expected amount of student debt, and the cohort default and loan repayment rates on its website and in its catalogue. This information can typically be accessed from financial aid or admission pages and from links found on the homepage of each university. These resources connect students to financial services staff, bursars, information for veterans, special programs, scholarships, net price calculators, financial terms and conditions, add/drop policies, 1098T information, mandatory fee descriptions, refunds, and sponsor billing.

The UMS website houses information related to System-wide data and policies, student consumer information, links to each university, faculty and staff information, and University of Maine System Board of Trustees (Board) information. The public can access information on admission, employment opportunities through HireTouch, student discipline procedures, and university student handbooks.

UMS maintains an annual financial report. Some UMS universities provide information directly on their websites, such as UM (through its Office of Budget and Business Services), or on request (e.g. UMF through its Office of Finance and Administration).

Each UMS university maintains a directory on its website where departmental affiliations, faculty credentials, and biographical and contact information are listed. UMS maintains a comprehensive employee directory on its website, and dedicates a section of the site to detailed information about the Board: its policies, its committees, meeting materials and agenda, and related information.

UMS and university web content and social media content is governed by formal policies on content creation responsibilities, editorial control, and processes for adding and removing web sections and social media tools. While the authenticated web portal is managed at the UMS level, each university has designated staff who exercise editorial control over utilities, contents, and communications.

UMS is committed to responding to all reasonable requests for information about itself and its universities and Law School. As noted above, UMS provides public access to a UMS DataBook with aggregated information on various topics, including student enrollment and completion reports, financial policies, and procedures and human resources.

Each university also maintains data available through an Office of Institutional Research or similar office. Avenues for requesting information are prominent in many high-traffic areas of UMS universities websites, such as UMA Admissions and UMF Connect With Us.

Compliance information such as Title IX, FERPA, annual security reports, and diversity and EEO/AA, is often provided as links on a university's homepage.

To aid the public in obtaining shareable information not available on UMS or university websites, UMS has established a coordinated process for responding to Freedom of Access Act (FOAA) requests, with guidance provided by the UMS General Counsel's office as needed. FOAA contacts for each university are clearly identified on the UMS website; the same is true for UMS shared services that regularly receive requests for information, such as Human Resources and Procurement.

Information and resources about grading can be found on university websites, including the Office of Student Records (or Office of the Registrar) and in course catalogues. Assessment information at the university level is usually provided by institutional research and/or assessment offices. In many cases, university websites provide information about, and links to, related UMS resources and policies.

Grievance and complaint policies and procedures

Grievance and complaint procedures are detailed and widely disseminated. Policy and educational material on harassment and disability accommodation are distributed to students, faculty, and staff primarily through accessible electronic communications. They are also available in paper format. All such policies are periodically assessed and updated to reflect best practices, changing case law, and federal regulations.

Information about grievance processes is provided to enrolled students annually and is posted on university websites and the UMS website. Faculty and staff receive annual notices about the availability of these policies. All employees are also informed annually of their responsibilities should they learn of an instance of a student or staff member being affected by sexual harassment and/or other gender-based violence or acts of discrimination. All faculty and staff are required to complete annual Title IX training and must complete sexual harassment training every three years.

While individual universities are responsible for educating their communities about policies and procedures, shared UMS resources assist them in investigating and adjudicating complaints. EO professionals work collaboratively and are available to assist each university as needed, enabling UMS to deploy staff from other UMS universities to address situations involving perceived bias or conflict of interest.

UMS Human Resources provides access to UMS labor agreements for salaried and hourly staff. Fairness and truthfulness regarding professional treatment of staff are outlined in various collective bargaining agreements and in all grievance procedures. UMS policy supports a grievance process for represented and non-represented employees, and the attendant policies and standards are widely distributed. The Equal Opportunity Complaint Procedure and Board Policy 402 on Sexual Harassment, Dating and Domestic Violence, Sexual Assault and Stalking apply to all members and guests of the university and Law School communities.

Recruitment and employment
UMS Human Resources staff approve all job announcements and recruiting strategies for professional and faculty searches, including requirements to advertise in ways that promote a diverse pool of candidates. EO staff are available to advise search committees throughout the search process, including sharing implicit bias information with search chairs and committee members.

If written agreements diverge from standard language, protocol dictates that MOUs, contracts, and other agreements be reviewed by the UMS General Counsel's office to provide an opportunity for clarifying roles and obligations. Relatedly, guidelines for determining employee and independent contractor relationships define who is considered an employee or representative of the UMS and its universities.

Marketing and brand management
Each UMS university publishes a brand book that includes logo, font, and color palette guidelines defining what is allowable in representing the university. This guidance reinforces public understanding of the communicating parties involved, and brand recognition. Several universities also suggest a structure for employee email signatures that includes identification of an employee's role. Communications made via hard copy use letterhead identify the initiating university and office, and signature blocks usually indicate a person's position by title.

UMS is mindful of the unique challenges faced by current and prospective students, particularly in rural areas, and uses a variety of strategies— public website, authenticated web portal, print publications, and social media— to ensure that all are able to access information. Each UMS university publishes information about its location(s) and settings, student bodies, programs, academic and other support services, opportunities for students (both academic and co-curricular), and student resources, including library and IT services.

All UMS websites are designed for accessibility from a variety of devices, including desktop computers, tablets, and mobile smartphones.

ADA compliance and resources
Each university has staff dedicated to providing accessibility support to students and employees under ADA laws. ADA administrators across UMS meet regularly to discuss trends and best practices in the field, classroom, workplace, and student populations; engage in routine policy and practice reviews; and pursue professional development. Students or staff with complaints about access under ADA are directed to the Equal Opportunity process overseen by the UMS Director of Equal Opportunity.

University catalogues
Catalogues are the most comprehensive publications UMS universities produce, setting forth the obligations and responsibilities of students and the universities. Catalogues are updated annually. Institutional information— including mission statements, objectives, educational outcomes, status as a public university, policies and procedures, registration, student fees, and a description of physical resources— can be found in each university's catalogue.

The Law School does not maintain its own catalogue. Instead, it maintains Course Listings pages (for first-year, second-year, and third-year courses) and a registration packet that is distributed to students every semester. Information about the Law School can also be found in USM's catalogue, an artifact of the Law School's former administrative housing under that university.

Prior to publication of a new academic catalogue, the Office of Student Records (or Registrar) at each university runs a database query whereby courses that have not been taught in two years are identified and flagged for review. Following a review by academic division chairs/deans, courses that will not be taught for a third year are sunsetted (i.e. no longer listed in the catalogue). Courses are removed from a catalogue altogether if they have not been taught for five consecutive years.

Appraisal

Advancing inclusivity
UMS takes a systemic approach to addressing issues of inclusion. For example, a System-wide policy for students wishing to use a name other than their legal name was adopted in 2018, and student data management systems and learning management systems are regularly updated to reflect a student's preferred name and pronouns.

UMS and university student-facing programming addresses diversity, equity, and inclusion, LGBTQ+, racism, sexism, mental health first aid and suicide prevention, Title IX and gender-based violence, bystander empowerment, and substance-abuse prevention and intervention. Most UMS universities do not have dedicated staff in the areas of prevention education or diversity and inclusion, resulting typically in a committee-based approach to delivering programming in these areas.

Recognizing the well-documented disparate impact to a number of populations, including BIPOC, low socio-economic status, and persons with disabilities, UMS has elected to stop asking applicants questions about their criminal or disciplinary history as part of the admissions process. As needed, these questions have been redirected to student housing applications or prior to entry into clinical programs.

Safeguarding information
Any UMS employee with access to FERPA-protected materials must complete an annual training on how to maintain a high level of student data security and privacy. UMS employs Information Technologies staff to keep university hardware and software up to date, promulgate best practices in security and data management, and investigate data breaches, malware, and phishing.

In 2017, a coordinated effort was undertaken to improve website accessibility across all websites and make data accessible to all stakeholders via the UMS site. That year, UMS established a Data Governance program to protect and use data assets for the benefit of all UMS universities and stakeholders. The Data Governance Council comprises UMS and university representatives working collaboratively in areas related to UMS and institutional data reflecting student, financial, and human resources information vital to daily operations, administration, and future planning. The Data Governance program ensures that all university websites are scanned at seven- to 14-day intervals to check for new

content and report on quality assurance. The Data Governance annual report is available on the UMS site.

In 2019, UMS published a redesigned website based on requirements from the Office of Civil Rights and resulting from recommendations from a Web Accessibility Task Force with representatives from several UMS universities. In 2020, UMS hired a Digital Content Specialist to ensure that web content is of high quality, accessible, and written to meet the needs of audiences visiting the UMS site.

The Digital Content Specialist meets with stakeholders across UMS to ensure that webpages are upholding best practices for content curation and development, and link appropriately to university and Law School websites. The Content Specialist employs a range of strategies to achieve this, including disseminating information widely and redundantly across public UMS sites, authenticated web portals, print publications, and web-based social media tools.

Assuring catalogue access

Providing online versions of university catalogues is now standard as consumer preference has shifted from paper-first to digital-first formats. Acalog, a catalog management software, supports well-organized, interactive, and user-friendly online UMS catalogues.

Several UMS universities take the additional step of including information in catalogue course descriptions about when a course is typically offered (e.g. "in the fall" or "every other spring"). This is not the norm across all universities. Though not explicitly in the scope of the relevant NECHE standard, it may be advisable to include this information in future catalogues, especially as a universal visibility of catalogues is planned as part of the Unified Catalog initiative.

Responsiveness to the public

UMS universities ensure that information about how they transfer credit, charge fees, and showcase their academic offerings is easy to locate on university websites, and that the language and design of those pages ensures that the broadest possible audience can understand the content and make informed decisions based on it.

Prospective student communications are funneled through Admissions offices and their prospect-management systems so each contact is logged and consistent practices of informing students of decisions are observed. The same is true of alumni constituencies and the advancement or alumni and development offices that handle donor inquiries and networking requests.

Projection

Exploring greater consistency in student consumer information and related reporting

Under unified accreditation, it may be helpful to develop an aligned approach to formatting websites and catalogues. A single template would see all UMS universities use the same title(s) for these pages, standardizing where various materials are located on websites and indicating when they should appear both on university websites and in the respective catalogues.

Additionally, as an entity that serves students, UMS should feature specific information on its site about student discipline and appeals separate from the student code of conduct. Any updates and information developed by UMS for use by all its universities in student-focused contexts merit a similar degree of consistency and coordination across the universities and Law School.

Relatedly, making reports and data sets of all kinds publicly available in consistent and easily accessible formats will improve ease of use for UMS, university, and Law School websites.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)			
? Policies	**Last Updated ?**	**Website location where policy is posted**	**Responsible Office or Committee**
UMS Academic Honesty	09/01/2020	https://www.maine.edu/board-of-trustees/policy-manual/section-314/	UMS Academic Affairs
UMaine Academic Honesty	05/18/2015	https://umaine.edu/communitystandards/academic-integrity/	UMaine Academic Affairs
UMM Academic Honesty	11/2004	https://machias.edu/academics/faculty-handbook/section-iv-academic-pol/student-academic-integrity-policy/	UMM Office of Student Life
UMS Intellectual Property Rights	05/21/2001	https://www.maine.edu/board-of-trustees/policy-manual/section-209/	UMS University Counsel
UMM Intellectual Property Rights	02/22/2002	http://staticweb.maine.edu/wp-content/uploads/2013/08/intprop.pdf?0d0f03	UMS University Counsel
UMS Conflict of Interest	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-410/	UMS Human Resources
UMaine Privacy Rights	04/10/2014	https://studentrecords.umaine.edu/home/confidentiality/policies-and-practices-in-handling-student-records/	UMaine School Records
UMM Privacy Rights		https://machias.edu/compliance/privacy-disclosure/	UMM Registrar's Office; UMM Business Office; Student Health Office; UMS FERPA Guidelines
UMS Fairness for Students	07/01/2018	http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03	UMS University Counsel
UMS Fairness for Associated Faculty	2017	http://staticweb.maine.edu/wp-content/uploads/2013/08/AFUM_2015-2017.pdf?0d0f03	UMS Board & UMaine Associated Faculties
UMS Fairness for PartTime Faculty	2017	http://staticweb.maine.edu/wp-content/uploads/2018/07/PATFA-CBA-2017-2019.pdf?0d0f03	UMS University Counsel
UMS Fairness for Staff	2017	http://staticweb.maine.edu/wp-content/uploads/2017/09/UMPSA-2017-2019-final-MS.ks_.-09.06.17.pdf?0d0f03	UMS Professional Administrative Unit
UMS Academic Freedom	03/27/2017	https://www.maine.edu/board-of-trustees/policy-manual/section-212/	UMS University Counsel
UMaine Research	2006	https://umaine.edu/research-compliance/responsible-conduct-research/	UMaine Office of Research Compliance
UMS Human Subject Research	05/18/2009	https://www.maine.edu/board-of-trustees/policy-manual/section-601/	UMS Academic Affairs
UMS Title IX	08/14/2020	https://www.maine.edu/board-of-trustees/policy-manual/section-402/	Office of Equal Opportunity
Other; specify			
UMaine FERPA	2014	https://studentrecords.umaine.edu/home/confidentiality/	Student Records
Non-discrimination policies			
Recruitment		https://umaine.edu/eo/	Equal Opportunity
UMS Admissions	03/19/2012	https://www.maine.edu/board-of-trustees/policy-manual/section-307/	UMS Academic Affairs
Employment		https://umaine.edu/eo/hiring-recruitment/	Equal Opportunity
Evaluation		https://umaine.edu/eo/disability-access/nondiscrimination-notices-for-umaine-publications/	Equal Opportunity
Disciplinary action		https://umaine.edu/hr/policies/	Human Resources
Advancement		https://umaine.edu/hr/policies/	Human Resources
Other; specify			
UMS Code of Conduct	07/26/2021	https://www.maine.edu/board-of-trustees/policy-manual/section-501/	Student Affairs
Resolution of grievances			
UMS Equal Opportunity Complaint	N/A	https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-	UMS Human Resources
Students	06/25/1975	https://www.maine.edu/board-of-trustees/policy-manual/section-306/	UMS Vice Chancellor of Academic
Faculty	2015	https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-	UMS Human Resources
Staff	2017	http://staticweb.maine.edu/wp-content/uploads/2018/07/PATFA-CBA-2017-2019.pdf?0d0f03	UMPSA
Other; specify			
Clerical, Office, Laboratory and	07/01/2017	https://drive.google.com/file/d/1-CVvAZZfBGznnjDu3ivsK7QqrQpuD6CQ/view	Associated C.O.L.T. Staff of The
UMS Nonrepresented Employees	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-408/	UMS Human Resources
? Other	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**
UMaine Hazing Prevention		https://umaine.edu/studentlife/hazing/	UMaine Student Life

Please enter any explanatory notes in the box below

UMM = University of Maine, Machias & UMaine = University of Maine, Orono & UMS = University of Maine Systme. On occasion, both UMM & UMaine cite UMS Policy.

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)	
Information	**Website location and/or Relevant Publication(s)**
UMaine How can inquiries be made about the institution? Where can questions be addressed?	https://go.umaine.edu/contact-us/
UMM How can inquiries be made about the institution? Where can questions be addressed?	https://machias.edu/admissions/get-info/
UMaine Notice of availability of publications and of audited financial statement or fair summary	https://umaine.edu/obbs/audited-statements/
UMM Notice of availability of publications and of audited financial statement or fair summary	
UMaine Processes for admissions	https://go.umaine.edu/apply/
UMM Processes for admissions	https://machias.edu/admissions/
UMaine Processes for employment	https://umaine.edu/hr/hiring-and-recruitment/
UMM Processes for employment	https://machias.edu/human-resources/employment/
UMaine Processes for grading	http://catalog.umaine.edu/content.php?catoid=85&navoid=3413
UMM Processes for grading	http://catalog.umaine.edu/content.php?catoid=87&navoid=3668
UMaine Processes for assessment	https://umaine.edu/oira/assessment/
UMM Processes for assessment	https://umaine.edu/oira/assessment/
UMaine Processes for student discipline	https://umaine.edu/communitystandards/student-conduct-process/
UMM Processes for student discipline	https://machias.edu/compliance/student-conduct-code/
UMaine Processes for consideration of complaints and appeals	https://umaine.edu/eo/complaints/
UMM Processes for consideration of complaints and appeals	https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-complaint-procedure/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
UMaine College of Education and Human Development	
"At the UMaine College of Education and Human Development, you can set a course to change the world."	https://umaine.edu/edhd/
"Our college is setting a course through research, service and innovation."	https://umaine.edu/edhd/
UMaine College of Liberal Arts and Sciences	
"...advance understanding and appreciation of the human experience, the natural world, and the arts."	https://umaine.edu/las/
"It's learning that lasts a lifetime."	https://umaine.edu/las/
UMaine College of Engineering	
"Maine's leading engineering program"	https://engineering.umaine.edu/
"Our reputation is known world-wide, our facilities are world-class"	https://engineering.umaine.edu/
UMaine School of Nursing	
"...passionately engaged community of highly qualified students, educators, and scholars"	https://umaine.edu/nursing/mission-statement/
UMaine Graduate School of Financial Economics	
"Graduates excel in employment in the financial services sector"	https://umaine.edu/graduate/program/financial-economics/
UMM Marine Biology Major	
"In addition to our own aquaculture laboratory, we are a short drive from state-of-the-art mariculture facilities for finfish and shellfish."	https://machias.edu/marine/
UMM Creative Arts Major	
"Students develop a command over artistic expression enabling them to advance into careers as well as graduate study in the arts."	https://machias.edu/arts/
UMM Psychology and Community Studies Major	
"...students graduate not only with the knowledge and skills they need to compete in the job market or go on to graduate school, but also with a set of tools they can use to meet and greet many of life's opportunities and challenges."	https://machias.edu/psychology/
UMM Recreation & Tourism Management Major	
"Students gain a broad understanding of leisure and recreation in our society while developing strong managerial skills."	https://machias.edu/tourism/

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below	
Individual publications are updated on a regular basis.	

Standard Nine: University of Maine and Univ. of Maine at Machias

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	**Website location**
UMaine Institutional Catalog	http://catalog.umaine.edu/index.php
UMM Insitutional Catalog	http://catalog.umaine.edu/content.php?catoid=87&navoid=3639
UMaine Obligations and responsibilities of students and the institution	https://umaine.edu/studentlife/student-handbook/
UMM Obligations and responsibilities of students and the institution	http://catalog.umaine.edu/content.php?catoid=87&navoid=3639
UMaine Information on admission and attendance	https://go.umaine.edu
UMM Information on admission and attendance	https://machias.edu/admissions/apply/
UMaine Institutional mission and objectives	https://umaine.edu/about/mission-2/
UMM Insitutional mission and objectives	https://umaine.edu/about/mission-2/
UMaine Expected educational outcomes	https://go.umaine.edu
UMM Expected educational outcomes	https://machias.edu/about-umm/our-mission/
UMaine Status as public or independent institution; status as not-for-profit; religious affiliation	https://umaine.edu/studentlife/student-handbook/
UMM Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://machias.edu/academics/wp-content/uploads/sites/16/2020/08/CDS_2019-2020-UMM-1-24-20.pdf
UMaine Requirements, procedures and policies re: admissions	https://go.umaine.edu
UMM Requirements, procedures and policies re: admissions	https://machias.edu/admissions/
UMaine Requirements, procedures and policies re: transfer credit	http://catalog.umaine.edu/content.php?catoid=85&navoid=3375
UMM Requirements, procedures and policies re: transfer credit	http://catalog.umaine.edu/content.php?catoid=87&navoid=3671
UMaine A list of institutions with which the institution has an articulation agreement	https://studentrecords.umaine.edu/home/records/general-education-transfer-block/
UMS A list of institutions with which the institution has an articulation agreement	https://umaine.edu/facultysenate/wp-content/uploads/sites/218/2016/05/REVISED-MCCS-UMSystem-General-Education-Block-Approval-Moti-2.pdf
UMaine Student fees, charges and refund policies	https://umaine.edu/bursar/
UMM Student fees, charges and refund policies	https://machias.edu/scholarships-aid/
UMS Rules and regulations for student conduct	http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?0d0f03
UMaine Procedures for student appeals and complaints	https://umaine.edu/eo/complaints/
UMS Procedures for student appeals and complaints	https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-complaint-procedure/
UMaine Other information re: attending or withdrawing from the institution	https://umaine.edu/stuaid/resources/policies/withdrawing/
UMM Other information re: attending or withdrawing from the institution	http://catalog.umaine.edu/content.php?catoid=87&navoid=3667
UMaine Academic programs	https://umaine.edu/find-a-major/
UMM Academic programs	https://machias.edu/academics/majors-programs/
UMaine Courses currently offered	http://catalog.umaine.edu/content.php?catoid=85&navoid=3435
UMM Courses currently offered	http://catalog.umaine.edu/content.php?catoid=87&navoid=3641
UMaine Other available educational opportunities	https://umaine.edu/clasadvisingcenter/
UMM Other available educational opportunities	https://machias.edu/academics/academic-advising/
UMaine Other academic policies and procedures	https://studentrecords.umaine.edu/home/academics/
UMM Other academic policies and procedures	https://machias.edu/registrar/
UMaine Requirements for degrees and other forms of academic recognition	http://catalog.umaine.edu/content.php?catoid=85&navoid=3821
UMM Requirements for degrees and other forms of academic recognition	http://catalog.umaine.edu/content.php?catoid=87&navoid=3666
UMaine list of continuing faculty, indicating department or program affiliation, degrees held, and	http://catalog.umaine.edu/content.php?catoid=85&navoid=3382
UMM list of continuing faculty, indicating department or program affiliation, degrees held, and	http://catalog.umaine.edu/content.php?catoid=87&navoid=3629
UMaine names and positions of administrative officers	http://catalog.umaine.edu/content.php?catoid=85&navoid=3378
UMM names and positions of administrative officers	http://catalog.umaine.edu/content.php?catoid=87&navoid=3634
UMaine names, principal affiliations of governing board members	https://umaine.edu/bov/home/
UMM names, principal affiliations of governing board members	https://machias.edu/about-umm/board-of-visitors/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services	https://online.umaine.edu/ https://machias.edu/online/
Programs, courses, services, and personnel not available in any given academic year.	N/A
UMaine size and characteristics of the student body	https://umaine.edu/about/quick-facts/
UMM size and characteristics of the student body	https://machias.edu/about-umm/umm-facts/
UMaine description of the campus setting	https://umaine.edu/about/
UMM description of the campus setting	https://machias.edu/about-umm/our-mission/
UMaine availability of academic and other support services	https://umaine.edu/sss/
UMM availability of academic and other support services	https://machias.edu/campus-life/student-services/student-accessibility-services/
UMaine range of co-curricular and non-academic opportunities available to students	https://umaine.edu/studentinvolvement/
UMM range of co-curricular and non-academic opportunities available to students	https://machias.edu/campus-life/student-services/
UMaine Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://umaine.edu/current/
UMM Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://machias.edu/campus-life/student-services/#
UMaine Institutional goals for students' education	https://umaine.edu/oira/assessment/
UMM Institutional goals for students' education	https://machias.edu/academics/academics/planning-assessment/
UMaine Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://umaine.edu/oira/
UMM Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://machias.edu/academics/academics/planning-assessment/
UMaine Total cost of education and net price, including availability of financial aid and typical length of study	https://umaine.edu/stuaid/aid-basics/costs-at-umaine/
UMM Total cost of education and net price, including availability of financial aid and typical length of study	https://machias.edu/admissions/tuition-fees/
UMaine Expected amount of student debt upon graduation and loan payment rates	http://umaine.edu/oir/common-data-sets/
UMM Expected amount of student debt upon graduation and loan payment rates	https://machias.edu/academics/academics/planning-assessment/
UMaine Statement about accreditation	https://umaine.edu/oira/accreditation/
UMM Statement about accreditation	https://machias.edu/compliance/accreditation/

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)			
Policies (?)	**Last Updated**	**Website location where policy is posted** (?)	**Responsible Office or Committee**
Academic honesty		https://www.uma.edu/compliance/handbook/academic-integrity/	UMA Dean of Students
Intellectual property rights	2001	https://www.maine.edu/board-of-trustees/policy-manual/section-209/	UMS Legal Counsel
Conflict of interest	1998	https://www.maine.edu/board-of-trustees/policy-manual/section-410/	UMS Legal Counsel
Privacy rights		https://www.uma.edu/compliance/confidentiality/	UMARegistrar
Fairness for students	2021	https://www.uma.edu/compliance/handbook/conduct/	UMA Dean of Students
Fairness for faculty	2019	https://www.maine.edu/human-resources/labor-relations/	UMS Labor Relations
Fairness for staff	2019	https://www.maine.edu/human-resources/labor-relations/	UMS Labor Relations
Academic freedom	2017	https://www.maine.edu/board-of-trustees/policy-manual/section-212/	UMA Provost Office
Research	2010	https://www.uma.edu/academics/research/	UMA Provost Office
Title IX		https://www.uma.edu/compliance/equal-opportunity/title-ix/	UMA Dean of Students
Other; specify			
Non-discrimination policies			
Recruitment and admissions		https://www.uma.edu/compliance/non-discrimination/	UMA VP Enrollment Management and Marketing
Employment		https://www.uma.edu/compliance/non-discrimination/	Director of Human Resources
Evaluation		https://www.uma.edu/compliance/non-discrimination/	Director of Human Resources
Disciplinary action		https://www.uma.edu/compliance/non-discrimination/	Director of Human Resources
Advancement		https://www.uma.edu/compliance/non-discrimination/	Director of Human Resources
Other; specify		https://www.uma.edu/compliance/non-discrimination/	Director of Human Resources
Resolution of grievances			
Students		https://www.uma.edu/directory/offices/dean-of-students/	UMA Dean of Students
Faculty		https://www.maine.edu/human-resources/labor-relations/	Director of Human Resources
Staff		https://www.maine.edu/human-resources/labor-relations/	Director of Human Resources
Other; specify			
Other (?)	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure	
(Transparency)	

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	UMA displays contact information in the footer of all its website pages. (umaadm@maine.edu)
Notice of availability of publications and of audited financial statement or fair summary	https://www.maine.edu/finance/policies-procedures-and-reports/annual-financial-reports/
Processes for admissions	https://www.uma.edu/admission/
Processes for employment	https://uma.hiretouch.com/
Processes for grading	https://www.uma.edu/compliance/grading-policy/
Processes for assessment	https://www.uma.edu/compliance/learning-outcomes-assessment/
Processes for student discipline	https://www.uma. edu/compliance/handbook/conduct/
Processes for consideration of complaints and appeals	https://www.uma.edu/compliance/ and https: //www.uma.edu/compliance/equal-opportunity/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Gen Ed Requirements and Learning Outcomes	https://www.uma.edu/academics/general-education/
Academic Programs Stating Their Learning Outcomes	https://www.uma.edu/academics/programs/
Student Success	https://www.uma.edu/about/student-consumer-information/student-success/
About Our Graduates	https://www.uma.edu/about/student-consumer-information/about-our-graduates/
Research at UMA	https://www.uma.edu/academics/research/

Date of last review of:	
Print publications	Key unniversity publications are reviewed annually, or as needed to be current.
Digital publications	Digital publications are reviewed annually, or as needed to be current.

Please enter any explanatory notes in the box below	

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)	
Information	**Website location**
Institutional catalog	https://www.uma.edu/academics/catalog
Obligations and responsibilities of students and the institution	https://www.uma.edu/compliance/handbook/
Information on admission and attendance	https://www.uma.edu/admission
Institutional mission and objectives	https://www.uma.edu/about/student-consumer-information/
Expected educational outcomes	https://www.uma.edu/academics/catalog/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.uma.edu/about/student-consumer-information/
Requirements, procedures and policies re: admissions	https://www.uma.edu/admission/
Requirements, procedures and policies re: transfer credit	https://www.uma.edu/admission/transfer/
A list of institutions with which the institution has an articulation agreement	https://www.uma.edu/admission/transfer/
Student fees, charges and refund policies	https://www.uma.edu/financial/costs/tuition/
Rules and regulations for student conduct	https://www.uma.edu/compliance/handbook/
Procedures for student appeals and complaints	https://www.uma.edu/compliance/handbook/
Other information re: attending or withdrawing from the institution	https://www.uma.edu/compliance/handbook/
Academic programs	https://www.uma.edu/academics/programs/all/
Courses currently offered	https://www.uma.edu/academics/courseguide/
Other available educational opportunities	https://www.uma.edu/academics/programs/all/
Other academic policies and procedures	https://www.uma.edu/academics/catalog/
Requirements for degrees and other forms of academic recognition	https://www.uma.edu/academics/catalog/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.uma.edu/directory/faculty/
Names and positions of administrative officers	https://www.uma.edu/directory/offices/
Names, principal affiliations of governing board members	http://www.maine.edu/about-the-system/board-of-trustees/board-membership/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.uma.edu/locations/
Programs, courses, services, and personnel not available in any given academic year.	programs, courses, services, personnel not available are removed
Size and characteristics of the student body	https://www.uma.edu/about/facts/
Description of the campus setting	https://www.uma.edu/locations/
Availability of academic and other support services	https://www.uma.edu/academics/student-support/
Range of co-curricular and non-academic opportunities available to students	https://www.uma.edu/student-life/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.uma.edu/academics/catalog
Institutional goals for students' education	https://www.uma.edu/academics/catalog
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.uma.edu/about/student-consumer-information/student-success/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.uma.edu/financial/
Expected amount of student debt upon graduation and loan payment rates	https://www.uma.edu/about/student-consumer-information/about-our-graduates/
Statement about accreditation	https://www.uma.edu/compliance/accreditation/

Standard 9: Integrity, Transparency, and Public Disclosure			
(Integrity)			

Policies	**Last Updated**	**Website location where policy is posted**	**Responsible Office or Committee**
Academic honesty	2/2011	https://mycampus.maine.edu/group/umf/academic-integrity-code	Provost
Intellectual property rights	05/2001	https://www.maine.edu/board-of-trustees/policy-manual/section-209/	Provost
Conflict of interest	11/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-410/	Provost, Human Resources
Privacy rights	09/2013	https://www.maine.edu/human-resources/benefits/notice-of-privacy-practices/	Human Resources
Fairness for students	07/2021	https://www.maine.edu/board-of-trustees/policy-manual/section-501/	VP of Student Affairs
Fairness for faculty	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Fairness for staff	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Academic freedom	03/2017	https://www.maine.edu/board-of-trustees/policy-manual/section-212/	Provost
Research	05/2009	https://www.maine.edu/board-of-trustees/policy-manual/section-601/	Provost
Title IX	08/2020	https://www.maine.edu/board-of-trustees/policy-manual/section-402/	VP of Student Affairs
Other; specify			

Non-discrimination policies			
Recruitment and admissions	11/2006	https://www.umf.maine.edu/accountability/diversity-aa-statement/	Human Resources
Employment	10/2021	https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-complaint-procedure/	Human Resources
Evaluation	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Disciplinary action	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Advancement	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Other; specify			

Resolution of grievances			
Students	09/2021	https://catalog.umf.maine.edu/show.php?type=category&id=7&version=2021-2022	VP of Academic Affairs
Faculty	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Staff	09/2021	https://www.maine.edu/human-resources/labor-relations/	Human Resources
Other; specify			

Other	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**
Campus Violence	11/2014	https://www.maine.edu/board-of-trustees/policy-manual/section-414/	Human Resources
Environmental and Safety Policy	05/2015	https://www.maine.edu/board-of-trustees/policy-manual/section-1002/	Human Resources/Facilities

Please enter any explanatory notes in the box below

<table>
<tr><td colspan="2" align="center">Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)</td></tr>
<tr><td align="center">Information</td><td align="center">Website location and/or Relevant Publication(s)</td></tr>
<tr><td rowspan="3">How can inquiries be made about the institution? Where can questions be addressed?</td><td>Students: https://www.umf.maine.edu/admissions-aid/contact-us/</td></tr>
<tr><td>Parents and Supporters: https://www.umf.maine.edu/parents/</td></tr>
<tr><td>General: https://www.umf.maine.edu/</td></tr>
<tr><td rowspan="2">Notice of availability of publications and of audited financial statement or fair summary</td><td>Public Info: https://www.umf.maine.edu/about/umf-facts/</td></tr>
<tr><td>Financial Statement: https://catalog.umf.maine.edu/show.php?type=subcategory&id=84&version=2021-2022</td></tr>
<tr><td rowspan="2">Processes for admissions</td><td>First-Time Students: https://www.umf.maine.edu/admissions-aid/first-year-students-freshmen/</td></tr>
<tr><td>Transfer-in Students: https://www.umf.maine.edu/admissions-aid/how-to-transfer/</td></tr>
<tr><td rowspan="2">Processes for employment</td><td>Student Employment: https://www.umf.maine.edu/admissions-aid/scholarships-aid/student-employment/</td></tr>
<tr><td>Regular Employment: https://umf.hiretouch.com/</td></tr>
<tr><td>Processes for grading</td><td>Academic Policies (Incl. grading): https://catalog.umf.maine.edu/show.php?type=category&id=7&version=2021-2022</td></tr>
<tr><td>Processes for assessment</td><td>See digital documents. Not on the web.</td></tr>
<tr><td>Processes for student discipline</td><td>Academic Policies: https://catalog.umf.maine.edu/show.php?type=subcategory&id=62</td></tr>
<tr><td rowspan="2">Processes for consideration of complaints and appeals</td><td>State Authorization Distance Ed Complaints: https://www.umf.maine.edu/accountability/state-authorization-distance-ed/</td></tr>
<tr><td>Student Appeals: https://www.maine.edu/board-of-trustees/policy-manual/section-306/</td></tr>
</table>

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below	

Standard Nine: University of Maine at Farmington

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	**Website location**
Institutional catalog	http://catalog.umf.maine.edu/
Obligations and responsibilities of students and the institution	https://catalog.umf.maine.edu/show.php?type=category&id=7&version=2021-2022
Information on admission and attendance	https://www.umf.maine.edu/about/umf-facts/
Institutional mission and objectives	https://catalog.umf.maine.edu/show.php?type=subcategory&id=2&version=2021-2022
Expected educational outcomes	
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	
Requirements, procedures and policies re: admissions	https://www.umf.maine.edu/admissions-aid/
Requirements, procedures and policies re: transfer credit	https://www.umf.maine.edu/admissions-aid/transfer/
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://www.umf.maine.edu/admissions-aid/annual-expenses/
Rules and regulations for student conduct	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf
Procedures for student appeals and complaints	
Other information re: attending or withdrawing from the institution	
Academic programs	Unergraduate: https://catalog.umf.maine.edu/show.php?type=category&id=4&version=2021-2022 Graduate: https://catalog.umf.maine.edu/graduate_catalog/2021-2022.pdf
Courses currently offered	
Other available educational opportunities	
Other academic policies and procedures	
Requirements for degrees and other forms of academic recognition	
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	
Names and positions of administrative officers	
Names, principal affiliations of governing board members	
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.umf.maine.edu/about/umf-facts/
Description of the campus setting	https://www.umf.maine.edu/about/
Availability of academic and other support services	https://www.umf.maine.edu/learnassist/
Range of co-curricular and non-academic opportunities available to students	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	
Total cost of education and net price, including availability of financial aid and typical length of study	
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)				
Policies	**Last Updated**	**Website location where policy is posted**	**Responsible Office or Committee**	
Academic honesty	2010	https://www.umfk.edu/policies/academic-honesty/	Registrar Office	
Intellectual property rights	2001	https://www.maine.edu/board-of-trustees/policy-manual/section-209/	UMS General Council	
Conflict of interest	1998	https://www.maine.edu/board-of-trustees/policy-manual/section-410/	Human Resources	
Privacy rights	2010	https://www.umfk.edu/policies/student-records-privacy/	Registrar Office	
Fairness for students	2021	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf	Student Affairs	
Fairness for faculty	2021	https://mycampus.maine.edu/documents/219471/223043/Faculty+Handbook.pdf/9af37ab4-a4d5-4047-864a-f724a0115343	Faculty Assembly (Faculty Handbook)	
Fairness for staff				
Academic freedom	2017	https://www.maine.edu/board-of-trustees/policy-manual/section-212/	UMS General Council	
Research		NA		
Title IX		https://catalog.umfk.edu/content.php?catoid=6&navoid=330		
Other; specify				
Non-discrimination policies				
Recruitment and admissions	2021	https://catalog.umfk.edu/content.php?catoid=6&navoid=317	Human Resources	
Employment	2021	https://catalog.umfk.edu/content.php?catoid=6&navoid=317	Human Resources	
Evaluation		https://mycampus.maine.edu/group/mycampus/performance-management	Human Resources	
Disciplinary action				
Advancement				
Other; specify				
Resolution of grievances				
Students		https://www.umfk.edu/policies/academic-review/	Academic Affairs	
Faculty				
Staff				
Other; specify				
Other	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure	
(Transparency)	

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.umfk.edu/contact-us/
Notice of availability of publications and of audited financial statement or fair summary	https://www.umfk.edu/news/
Processes for admissions	https://www.umfk.edu/admissions/
Processes for employment	https://www.umfk.edu/jobs/
Processes for grading	https://catalog.umfk.edu/content.php?catoid=6&navoid=296
Processes for assessment	https://catalog.umfk.edu/content.php?catoid=6&navoid=296
Processes for student discipline	https://mycampus.maine.edu/group/umfk/umfk-student-handbook
Processes for consideration of complaints and appeals	https://catalog.umfk.edu/content.php?catoid=6&navoid=296

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
Vision Statement	https://catalog.umfk.edu/content.php?catoid=6&navoid=290
The University of Maine at Fort Kent will become a model "rural university" in New England, creating pathways to educational opportunity and professional success for rural communities and people.	

Date of last review of:	
Print publications	July--15
Digital publications	July--21

Please enter any explanatory notes in the box below	

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	https://catalog.umfk.edu/
Obligations and responsibilities of students and the institution	https://www.umfk.edu/student-life/affairs/student-handbook/
Information on admission and attendance	https://catalog.umfk.edu/
Institutional mission and objectives	https://catalog.umfk.edu/
Expected educational outcomes	https://catalog.umfk.edu/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://catalog.umfk.edu/
Requirements, procedures and policies re: admissions	https://catalog.umfk.edu/
Requirements, procedures and policies re: transfer credit	https://catalog.umfk.edu/
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://catalog.umfk.edu/
Rules and regulations for student conduct	https://www.umfk.edu/student-life/affairs/student-handbook/
Procedures for student appeals and complaints	https://www.umfk.edu/student-life/affairs/student-handbook/
Other information re: attending or withdrawing from the institution	https://catalog.umfk.edu/
Academic programs	https://catalog.umfk.edu/
Courses currently offered	https://catalog.umfk.edu/
Other available educational opportunities	https://catalog.umfk.edu/
Other academic policies and procedures	https://catalog.umfk.edu/
Requirements for degrees and other forms of academic recognition	https://catalog.umfk.edu/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.umfk.edu/
Names and positions of administrative officers	https://catalog.umfk.edu/
Names, principal affiliations of governing board members	https://catalog.umfk.edu/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://catalog.umfk.edu/content.php?catoid=6&navoid=305
Programs, courses, services, and personnel not available in any given academic year.	https://catalog.umfk.edu/
Size and characteristics of the student body	https://www.umfk.edu/index.cfm/institutional-research/
Description of the campus setting	https://catalog.umfk.edu/
Availability of academic and other support services	https://www.umfk.edu/student-life/affairs/student-handbook/
Range of co-curricular and non-academic opportunities available to students	https://www.umfk.edu/student-life/affairs/student-handbook/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.umfk.edu/student-life/affairs/student-handbook/
Institutional goals for students' education	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.umfk.edu/index.cfm/institutional-research/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.umfk.edu/financialaid/net-price-calculator/
Expected amount of student debt upon graduation and loan payment rates	https://www.umfk.edu/financialaid/tuition/
Statement about accreditation	https://catalog.umfk.edu/

Standard Nine: University of Maine at Presque Isle

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)			
? Policies	**Last Updated ?**	**Website location where policy is posted**	**Responsible Office or Committee**
Academic honesty		https://www.maine.edu/board-of-trustees/policy-manual/section-314/	Academic Affairs
Intellectual property rights		https://www.maine.edu/board-of-trustees/policy-manual/section-209/	University Counsel
Conflict of interest		https://www.maine.edu/board-of-trustees/policy-manual/section-410/	Human Resources
Privacy rights		https://www.maine.edu/human-resources/benefits/notice-of-privacy-practices/ https://www.maine.edu/privacy-policy/ https://www.maine.edu/information-technology/ferpa-compliance-guidelines/ https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-f/ https://www.umpi.edu/privacy-policy/ https://www.umpi.edu/offices/registrars-office/ferpa/	Human Resources
Fairness for students		https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf	Student Affairs
Fairness for faculty		https://www.maine.edu/board-of-trustees/policy-manual/section-407/	Human Resources
Fairness for staff		https://www.maine.edu/board-of-trustees/policy-manual/section-407/	Human Resources
Academic freedom		https://www.maine.edu/board-of-trustees/policy-manual/section-212/	General Counsel
Research		https://www.maine.edu/board-of-trustees/policy-manual/section-601/	Academic Affairs
Title IX		https://www.umpi.edu/security/sexual-harassment/ https://www.maine.edu/board-of-trustees/policy-manual/section-402/	Human Resources
Other; specify			
Non-discrimination policies			
Recruitment and admissions		https://www.umpi.edu/aa-eeo/ https://www.maine.edu/human-resources/university-equal-opportunity-officers/nondiscrimination-accommodation-request-notice/ https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Equal Opportunity
Employment		https://www.umpi.edu/aa-eeo/ https://www.maine.edu/human-resources/university-equal-opportunity-officers/nondiscrimination-accommodation-request-notice/ https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources
Evaluation		https://www.umpi.edu/aa-eeo/ https://www.maine.edu/human-resources/university-equal-opportunity-officers/nondiscrimination-accommodation-request-notice/ https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources
Disciplinary action		https://www.umpi.edu/aa-eeo/ https://www.maine.edu/human-resources/university-equal-opportunity-officers/nondiscrimination-accommodation-request-notice/ https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Student Affairs
Advancement		https://www.umpi.edu/aa-eeo/ https://www.maine.edu/human-resources/university-equal-opportunity-officers/nondiscrimination-accommodation-request-notice/ https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources
Other; specify			
Resolution of grievances			
Students		https://www.maine.edu/board-of-trustees/policy-manual/section-501/	Student Affairs
Faculty		https://www.maine.edu/human-resources/labor-relations/	Labor Relations/HR
Staff		https://www.maine.edu/human-resources/labor-relations/	Labor Relations/HR
Other; specify			
? Other	**Last Updated**	**Website location or Publication**	**Responsible Office or Committee**

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)	
Information	**Website location and/or Relevant Publication(s)**
How can inquiries be made about the institution? Where can questions be addressed?	https://www.umpi.edu/contact/
Notice of availability of publications and of audited financial statement or fair summary	
Processes for admissions	University Catalog - http://catalog.umpi.edu/
Processes for employment	https://www.umpi.edu/offices/human-resources/
Processes for grading	University Catalog - http://catalog.umpi.edu/
Processes for assessment	University Catalog - http://catalog.umpi.edu/
Processes for student discipline	University Catalog - http://catalog.umpi.edu/
Processes for consideration of complaints and appeals	University Catalog - http://catalog.umpi.edu/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Academic Commitments	http://wp.umpi.edu/instructional-design/the-academic-commitments/
Learning Outcomes	https://www.umpi.edu/offices/provost/assessment-of-learning/
Wings webspace (achievement of graduates)	https://www.umpi.edu/alumni/stories/category/wings/
UMPI awards ceremony (includes Distinguished Teaching Award)	https://www.umpi.edu/academics/awards-ceremony/
Statement of Commitment	https://www.umpi.edu/about-umpi/statement-of-commitment/

Date of last review of:	
Print publications	July-21
Digital publications	Ongoing

Please enter any explanatory notes in the box below

Standard Nine: University of Maine at Presque Isle

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	**Website location**
Institutional catalog	http://catalog.umpi.edu/
Obligations and responsibilities of students and the institution	
Information on admission and attendance	https://www.umpi.edu/admissions/
Institutional mission and objectives	https://www.umpi.edu/about-umpi/vision-mission/
Expected educational outcomes	http://catalog.umpi.edu/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.umpi.edu/about-umpi/
Requirements, procedures and policies re: admissions	http://catalog.umpi.edu/
Requirements, procedures and policies re: transfer credit	http://catalog.umpi.edu/
A list of institutions with which the institution has an articulation agreement	https://www.umpi.edu/about-umpi/articulation-agreements/
Student fees, charges and refund policies	https://www.umpi.edu/offices/student-financial-services/student-accounts/tuition-a-fees/
Rules and regulations for student conduct	http://www.maine.edu/about-the-system/board-of-trustees/policy-manual/section501/
Procedures for student appeals and complaints	http://catalog.umpi.edu/
Other information re: attending or withdrawing from the institution	http://catalog.umpi.edu/
Academic programs	http://catalog.umpi.edu/
Courses currently offered	http://catalog.umpi.edu/
Other available educational opportunities	
Other academic policies and procedures	http://catalog.umpi.edu/
Requirements for degrees and other forms of academic recognition	http://catalog.umpi.edu/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.umpi.edu/
Names and positions of administrative officers	http://catalog.umpi.edu/
Names, principal affiliations of governing board members	http://catalog.umpi.edu/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	n/a
Programs, courses, services, and personnel not available in any given academic year.	n/a
Size and characteristics of the student body	https://www.umpi.edu/about-umpi/common-data-set/
Description of the campus setting	https://www.umpi.edu/about-umpi/
Availability of academic and other support services	https://www.umpi.edu/offices/student-support-services/
Range of co-curricular and non-academic opportunities available to students	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.umpi.edu/about-umpi/common-data-set/
Total cost of education and net price, including availability of financial aid and typical length of study	https://www.umpi.edu/offices/student-financial-services/financial-aid/net-price-calculator/
Expected amount of student debt upon graduation and loan payment rates	
Statement about accreditation	https://www.umpi.edu/about-umpi/accreditation/

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee	
Academic honesty				
UMS Academic Integrity Policy	9/2/2020	https://www.maine.edu/board-of-trustees/policy-manual/section-314/	Academic Affairs Committee (?)	
Student Academic Integrity Policy		https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-integrity-policy	Academic Affairs Committee (?)	
Intellectual property rights	5/21/2001	https://www.maine.edu/board-of-trustees/policy-manual/section-209/	University Counsel	Also in the AFM contact on page 61: https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/08/2019-2021-AFUM-CONTRACT-sig...
Conflict of interest	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-410/	Human Resources	
Privacy rights	Unknown	https://usm.maine.edu/registration-services/confidentiality-student-records-policy	Office of Registration and Scheduling	
		https://usm.maine.edu/about/privacy-policy	USM Webmaster	
	2/9/2010	https://www.maine.edu/general-counsel/wp-content/uploads/sites/49/2019/12/HIPAAPolicies-49-Policies.pdf?0fa197	UMS HIPAA Policy	
	5/27/2021	https://usm.maine.edu/sites/default/files/orio/HRPP-048-Privacy-and-Confidentiality.pdf	Office of Research Integrity and Outreach	
Fairness for students	8/1/2021	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf	Student Conduct Code Committee	Code of Conduct
Fairness for faculty				
AFUM Contract	2019	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/08/2019-2021-AFUM-CONTRACT-signed-for-posting-08.13.2020.pdf	Labor Relations	
PTFA Contract	9/1/2019	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/03/PATFA-Contract-2019-2021-FINAL-3.18.2020-signed.pdf	Labor Relations	
Fairness for staff				
Fraternal Order of Police Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-POLICE-Contract-ADA.pdf	Labor Relations	
ACSUM/Colt Contract	1-Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-ACSUM-CONTRACT-FINAL-11.19.2019-UPDATED.pdf	Labor Relations	
Service and Maintenance Temasters Union Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-SM-Contract-ADA.pdf	Labor Relations	
UMPSA Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-UMPSA-CONTRACT-FINAL-with-signature-111219.pdf	Labor Relations	
Grivance Procedures for Non-Represented Employees	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-408/	Human Resources	
Academic freedom	Unknown	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-appeals-policy	Academic Policies (Office of the Provost?)	Not a policy, but mentioned under the Student Academic Appeals Policy
Research		https://usm.maine.edu/orio/usm-irb-policies	Office of Research Integrity and Outreach	
Title IX	8/14/2020	https://www.maine.edu/board-of-trustees/policy-manual/section-402/	Human Resources	
Other; specify				
Student Representation on Campus Committees	1/25/1978	https://www.maine.edu/board-of-trustees/policy-manual/section-504/	Academic Affairs	

Non-discrimination policies				
Recruitment and admissions	7/17/2017	https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources	
Employment	7/17/2017	https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources	
Evaluation		https://mycampus.maine.edu/group/mycampus/performance-management-avoiding-errors	Human Resources	Addresses rating someone higher because they are "similar-to-me"
Disciplinary action	7/26/2021	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf	Student Conduct Code Committee	
Advancement	7/17/2017	https://www.maine.edu/board-of-trustees/policy-manual/section-401/	Human Resources	
Other; specify				

Resolution of grievances				
Students				
USM Student Academic Appeals Policy	Unknown	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-appeals-policy	Academic Policies (Office of the Provost?)	Part of the catalogue - perhaps they know ownership?
UMS Student Appeals Policy for Academic Affairs	6/25/1975	https://www.maine.edu/board-of-trustees/policy-manual/section-306/	Vice Chancellor for Academic Affairs	
UMS Procedures for Student Academic Appeals Policy		https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-i/	Vice Chancellor for Academic Affairs	
Student Administrative Appeals Policy	Unknown	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-appeals-policy	Academic Policies (Office of the Provost?)	Part of the catalogue - perhaps they know ownership?
Conduct Appeals Panel process	8/1/2021	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf	Student Conduct Code Committee	
Bias Report Form		https://cm.maxient.com/reportingform.php?UnivofMaineSystem&layout_id=26	Dean of Students Office	
Faculty				
AFUM Contract	2019	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/08/2019-2021-AFUM-CONTRACT-signed-for-posting-08.13.2020.pdf	Labor Relations	Artilce 15, starting on page 24
PTFA Contract	9/1/2019	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/03/PATFA-Contract-2019-2021-FINAL-3.18.2020-signed.pdf	Labor Relations	Article 17, page 13
Staff				
Fraternal Order of Police Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-POLICE-Contract-ADA.pdf	Labor Relations	Article 14, Page 9
ACSUM/Colt Contract	1-Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-ACSUM-CONTRACT-FINAL-11.19.2019-UPDATED.pdf	Labor Relations	Article 10, Page 11
Service and Maintenance Temasters Union Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-SM-Contract-ADA.pdf	Labor Relations	Article 11, Page 8
UMPSA Contract	Jul-19	https://www.maine.edu/human-resources/wp-content/uploads/sites/7/2020/02/2019-2021-UMPSA-CONTRACT-FINAL-with-signature-111219.pdf	Labor Relations	Article 15, Page 17
Grivance Procedures for Non-Represented Employees	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-408/	Human Resources	
Other; specify				

Other	Last Updated	Website location or Publication	Responsible Office or Committee	
Student Evaluation of Faculty	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-313/	Acaemic Affairs	
Political Activity (employee)	11/16/1998	https://www.maine.edu/board-of-trustees/policy-manual/section-403/	Human Resources	
Procedures for Use of Stipends and Additional Compensation for Salaried Employees	Sep-13	https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2019/11/Procedures-for-Use-of-Stipends-and-Additional-Compensation-for-Salaried-Employees.pdf	Human Resources	

Please enter any explanatory notes in the box below

Standard Nine: University of Southern Maine

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	
Admissions contact-us form	https://usm.maine.edu/office-of-admissions/contact-us
Dean of Students Information Request Form	https://docs.google.com/forms/d/e/1FAIpQLSeMOcpRj-AQGTvKbIS-Cg5S6MU5FB3c2X71cVe8NVXkHPRIyg/viewform
Champ the chat-bot	Located as a widget on all USM Admissions sites. Answers general questions.
1-800-800-4876	Number on the website, goes to a phone tree with departments.
Notice of availability of publications and of audited financial statement or fair summary	https://www.maine.edu/finance/policies-procedures-and-reports/annual-financial-reports/
Processes for admissions	https://usm.maine.edu/apply#undergraduate
Processes for employment	https://usm.hiretouch.com/
Processes for grading	https://usm.maine.edu/advising/advisingnetwork-article10
Processes for assessment	https://mycampus.maine.edu/group/mycampus/performance-management
Processes for student discipline	https://usm.maine.edu/sites/default/files/community-standards-mediation/2021%20Conduct%20Code.pdf
Processes for consideration of complaints and appeals	Academic: https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-appeals-policy
	Conduct Appeals: https://usm.maine.edu/sites/default/files/community-standards-mediation/2021%20Conduct%20Code.pdf
	Administrative decisions: https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#student-academic-appeals-policy

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
53 Majors, 82 Minors	https://usm.maine.edu/majors-minors-programs
$30 Million in Grants and Schlorships	https://usm.maine.edu/scholarships
265 Full Time Faculty	https://usm.maine.edu/meet-our-faculty/faculty-department
Over 1,4000 Courses	https://usm.maine.edu/courses
USM Education Grad sought after by Schools	https://usm.maine.edu/publicaffairs/usm-education-grads-sought-after-schools
We have the largest number of students who identify as being from underrepresented populations in the state of Maine and this population of students has grown over 6% since 2015	https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/HC_by_EthnicGender_Fall.pdf

Date of last review of:	
Print publications	Ongoing
Digital publications	Ongoing

Please enter any explanatory notes in the box below	
With the website shifting to having internal content on MyUSM, the website content has generally been reviewed and updated in the last year.	

Standard Nine: University of Southern Maine

Standard 9: Integrity, Transparency, and Public Disclosure	
(Public Disclosure)	
Information	**Website location**
Institutional catalog	https://usm.maine.edu/course-catalogs
Obligations and responsibilities of students and the institution	
Information on admission and attendance	https://usm.maine.edu/admissions
Institutional mission and objectives	https://usm.maine.edu/about/mission-statement
Expected educational outcomes	https://usm.maine.edu/core/usm-core-learning-outcomes
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	
Requirements, procedures and policies re: admissions	https://usm.maine.edu/office-of-admissions/academic-requirements-admission
Requirements, procedures and policies re: transfer credit	https://usm.maine.edu/office-of-admissions/transfer-to-usm
A list of institutions with which the institution has an articulation agreement	https://usm.maine.edu/office-of-admissions/transfer-agreements
Student fees, charges and refund policies	https://usm.maine.edu/student-financial-services/tuition-and-fees
Rules and regulations for student conduct	https://usm.maine.edu/community-standards-mediation
Procedures for student appeals and complaints	https://usm.maine.edu/community-standards-mediation/conduct-process
Other information re: attending or withdrawing from the institution	https://usm.maine.edu/registration-services/addingdroppingwithdrawal
Academic programs	https://usm.maine.edu/majors-minors-programs
Courses currently offered	https://usm.maine.edu/registration-services/fall
Other available educational opportunities	https://usm.maine.edu/registration-services/fall
Other academic policies and procedures	https://usm.maine.edu/provost/faculty-handbook
Requirements for degrees and other forms of academic recognition	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=76#university-degree-requirements
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=83
Names and positions of administrative officers	https://catalog.usm.maine.edu/content.php?catoid=3&navoid=83
Names, principal affiliations of governing board members	https://www.maine.edu/board-of-trustees/board-membership/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://usm.maine.edu/lewiston-auburn-college
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://usm.maine.edu/department-analysis-applications-institutional-research/current-factbook
Description of the campus setting	https://usm.maine.edu/campuses
Availability of academic and other support services	https://mycampus.maine.edu/group/usm/learning-commons1
Range of co-curricular and non-academic opportunities available to students	https://usm.maine.edu/student-engagement-leadership https://usm.maine.edu/calendar-of-events
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Institutional goals for students' education	https://usm.maine.edu/core/usm-core-learning-outcomes
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Overall_Undergraduate_Retention.pdf
Total cost of education and net price, including availability of financial aid and typical length of study	https://usm.maine.edu/student-financial-services/estimated-cost-attendance-one-year
Expected amount of student debt upon graduation and loan payment rates	https://usm.maine.edu/student-financial-services/managing-finances https://usm.maine.edu/student-financial-services/federal-direct-loan-interest-rates-repayment-default-information https://usm.maine.edu/student-financial-services/federal-direct-loan-program
Statement about accreditation	https://usm.maine.edu/accreditation/overview

APPENDIX A

NECHE

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL:

-- http://catalog.umaine.edu/content.php?catoid=85&navoid=3375 (University of Maine undergraduate catalogue)
-- http://catalog.umaine.edu/index.php?catoid=84 (University of Maine at Machias academic catalogue)
-- http://catalog.uma.edu/content.php?catoid=3&navoid=83 (University of Maine at Augusta academic catalogue)
-- https://catalog.umf.maine.edu/show.php?version=2021-2022 (University of Maine at Farmington academic catalogue)
-- https://catalog.umfk.edu (University of Maine at Fort Kent academic catalogue)
-- https://www.umpi.edu/academics/course-catalog/ (University of Maine at Presque Isle academic catalogue)
-- https://catalog.usm.maine.edu/content.php?catoid=6&navoid=207 (University of Southern Maine undergraduate catalogue)

Print Publications: N/A
Self study page reference: 48

2. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL:

-- https://www.maine.edu/board-of-trustees/wp-content/uploads/sites/12/2021/08/527411-Conduct-Code-2021-with-Cover.pdf (University of Maine System Student Conduct Code)
-- https://umaine.edu/studentlife/wp-content/uploads/sites/16/2020/10/2020-Student-Handbook

_101420.pdf (University of Maine student handbook)
-- https://machias.edu/compliance/student-conduct-code/ (University of Maine at Machias page)
-- https://www.umfk.edu/student-life/affairs/title-ix/ (University of Maine at Fort Kent student affairs information page)
-- https://catalog.umf.maine.edu/Student_Policies_and_Procedures.pdf (University of Maine at Farmington student policies and procedures information)
-- https://www.umpi.edu/static/neasc/Standard%206/Student%20Handbook.pdf (University of Maine at Presque Isle student handbook)
-- https://usm.maine.edu/community-standards-mediation/conduct-process (University of Southern Maine Community Standards and Mediation page)
-- https://mainelaw.maine.edu/student-life/community-standards/ (University of Maine School of Law Community Standards, Campus Climate, and Incident Reporting page)

Print Publications: N/A
Self study page reference: 266-267

3. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification:

-- https://online.umaine.edu/online-student-verification/ (This information is taken from the University of Maine's *UMaine Online* site. Because the University of Maine System's learning management system is centralized, the methods for verification described on that site apply to all students System-wide.)

Self study page reference: 87

4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL:

-- https://www.maine.edu (University of Maine System homepage)
-- https://umaine.edu (University of Maine homepage)
-- https://machias.edu (University of Maine at Machias homepage)
-- https://www.umfk.edu (University of Maine at Fort Kent homepage)
-- https://www.umf.maine.edu/accountability/accreditation/ (University of Maine at Farmington accreditation resource page)
-- https://www.umpi.edu/about-umpi/neche/ (University of Maine at Presque Isle NECHE accreditation page)
-- https://usm.maine.edu/accreditation/comprehensive-evaluation-visit-new-england-commission-higher-education-neche (University of Southern Maine NECHE accreditation page)
-- https://mainelaw.maine.edu (University of Maine School of Law homepage)

Print Publications:

-- Portland Press Herald
-- Bangor Daily News
-- Kennebec Journal
-- Lewiston Sun Journal
-- Machias Valley News Observer
-- Calais Advertiser
-- Aroostook County Star Herald

Self study page reference: XLIII

The undersigned affirms that the University of Maine System meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____ Date: 5·18·22

March 2016, June 2020, August 2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
Option E1: Part a. Inventory of Educational Effectiveness Indicators
In the final self-study, these forms will also be available electronically for better readability.

University of Maine and University of Maine at Machias

University of Maine E-Series Form (E1 Part a)

Category	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
* Graduate programs have been working to align program learning outcomes with the newly-developed (2020) UMaine Graduate Learning Goals. All programs are expected to submit their learning outcomes by May 2022. Assessment planning is scheduled for 2022-23 and programs are expected to start collecting assessment data in 2023-24.					
University of Maine - College of Education and Human Development					
Athletic Training, B.S. (see part b for accreditation)	https://umaine.edu/edhd/undergraduate/athletic-training/	Key assessments in classes, compilation of academic portfolio, First Time and overall pass rate of Board of Certification Examination.	Athletic training faculty review data twice annually (after fall and spring semesters).	Curriculuar content has been shifted in courses to better represent appropriate progressions for expected student learning.	May 2021
Child Development and Family Relations, B.S.	https://umaine.edu/edhd/undergraduate/cdfr/	Key assessments in classes (projects, tests, and essays), lesson plans, seminar evaluation, mentor teaching & field supervisor.	Instructors and KPE faculty during courses. Course instructors score key assessment(s) in their courses each semester. Program faculty review key assessment and all other candate data (see column C) annually.	Program assessment rubric (based on InTASC Standards and used across all initial certification teacher education programs) has been revised and key assessments (unique to KPE courses) have been revised and realigned with revised rubric. Identifying individual students requiring dispositional support has been revised.	Jan 2020
Curriculum, Assessment, and Instruction Program, Ed.S., M.S., M.Ed.	https://umaine.edu/edhd/graduate/cai/	Program of Study review	Academic Advisors and program coordinator		Summer 2021: Elementa and Secondary Ed combir into CAI
Educational Leadership, Ed. D., Ed.S., M.Ed. (see part b for accreditation)	https://umaine.edu/edhd/graduate/educational-leadership-masters-cas/	Program of Study review	Academic Advisors and program coordinator		February 2022
Elementary Education, B.S. (see part b for accreditation)	https://umaine.edu/edhd/undergraduate/elementary-education/	Key assessments in classes (projects, tests, and essays), candidacy portfolio, pre-service teacher dispositions, lesson plans, seminar evaluation, Praxis test scores, Student Teaching review with cooperating teacher, Student Teaching Field Experience portfolio review and exit interview.	Instructors and KPE faculty during courses. Course instructors score key assessment(s) in their courses each semester. Program faculty review key assessment and all other candate data (see column C) annually.	Program assessment rubric (based on InTASC Standards and used across all initial certification teacher education programs) has been revised and key assessments (unique to KPE courses) have been revised and realigned with revised rubric. Identifying individual students requiring dispositional support has been revised.	Jan 2020
Higher Education (Student Development), Ed.S., M.Ed.	https://umaine.edu/edhd/graduate/higher-education-masters-cas/	Captstone course, Program of Study Review, Social Justice Portfolio	Academic Advisors and program coordinator	Syllabus updates	
Human Development, M.S.	https://umaine.edu/edhd/graduate/human-development-masters/				
Instructional Technology, Ed. S., M.Ed.	https://online.umaine.edu/grad/master-of-education-in-instructional-technology/	capstone course reflection; Program of Study Review	Academic Advisors and Program Coordinator	Considering addition of exit interview	January 2022
Kinesiology and Physical Education, B.S. (see part b for accreditation)	https://umaine.edu/edhd/undergraduate/kpe/	Key assessments in classes (projects, tests, and essays), candidacy portfolio, pre-service teacher dispositions, lesson plans, seminar evaluation, Praxis test scores, Student Teaching review with cooperating teacher, Student Teaching Field Experience portfolio review and exit interview. Analysis of pedagogical behavior, conduct video analyses, demonstrating testing, assessing, and designing programs for persons with disabilities, analyze motion on exams and reports.	Instructors and KPE faculty during courses. Course instructors score key assessment(s) in their courses each semester. Program faculty review key assessment and all other candate data (see column C) annually.	Program assessment rubric (based on InTASC Standards and used across all initial certification teacher education programs) has been revised and key assessments (unique to KPE courses) have been revised and realigned with revised rubric. Identifying individual students requiring dispositional support has been revised.	Jan 2020
Kinesiology and Physical Education, M.Ed., M.S.	https://umaine.edu/edhd/graduate/kinesiology-physical-education-masters/	Assessment planning scheduled for 2022-23*			
Literacy Education, Ed.S., M. Ed. (see part b for accreditation)	https://umaine.edu/edhd/graduate/literacy-education-masters-cas/	Assessment planning scheduled for 2022-23*			
Master of Arts in Teaching (Secondary Education), M.A.T.	https://umaine.edu/edhd/graduate/master-arts-teaching/	Praxis examination, DOE certification, CAEP data	Annually by the program staff and faculty	Interview process included in application, Key assessment changes	2021
Master of Science in Teaching, M.S.T. (see part b for accreditation)	https://umaine.edu/risecenter/education/graduate-studies/mst/ Under Review	Certification track: Praxis examination, DOE certification, CAEP data, Program of study review, educational research thesis; Non-certification track: Program of study review, CAEP data, educational research thesis	Academic Advisors and program coordinator	Key assessment changes	February 2022
Secondary Education, B.S. (see part b for accreditation)	https://umaine.edu/edhd/undergraduate/secondary-education/	Key assessments in classes (projects, tests, and essays), candidacy portfolio, pre-service teacher dispositions, lesson plans, seminar evaluation, Praxis test scores, Student Teaching review with cooperating teacher, Student Teaching Field Experience portfolio review and exit interview.	Instructors and KPE faculty during courses. Course instructors score key assessment(s) in their courses each semester. Program faculty review key assessment and all other candate data (see column C) annually.	Program assessment rubric (based on InTASC Standards and used across all initial certification teacher education programs) has been revised and key assessments (unique to KPE courses) have been revised and realigned with revised rubric. Identifying individual students requiring dispositional support has been revised.	Jan 2020
Special Education, Ed.S., M. Ed. (see part b for accreditation)	https://umaine.edu/edhd/graduate/special-education-masters-cas/	Plan of study review	Academic Advisors and program coordinator		(2020-2021)
University of Maine - College of Engineering					
Biomedical Engineering, B.S. (see part b for accreditation)	https://umaine.edu/chb/undergraduate-programs/b-s-degree-in-biomedical-engineering/	Class project designs, scientific manuscript, coursework, presentation and design calculations for projects, laboratory notebooks, preparing plots, use of software for system design, and capstone.	Assessment annually by faculty, external advisory board, faculty, assessment process reviewed by ABET		2019
Biomedical Engineering, M.S.	*In development (May 2022)	Thesis committee for each degree, Thesis, publications & presentations	Thesis committee/Thesis defense		October 2021
Biomedical Science, Ph.D.	*In development (May 2022)	Publication, Dissertation, Presentations, dissertation committee reviews, comprehensive examination	semi-annually by dissertation committee reporting to graduate coordinator and program directors; comprehensive examination by dissertation committee once midway through program; dissertation defense by dissertation committee at end of degree; external peer review board for publication	adjusted comps process; developed new bioethics course; increased investment and offerings in resilience and community building	
Chemical & Bio Engineering, B.S. (see part b for accreditation)	https://umaine.edu/chb/undergraduate-programs/b-s-degree-in-chemical-engineering/	Class project designs, scientific manuscript, coursework, presentation and design calculations for projects, laboratory notebooks, preparing plots, use of software for system design, and capstone.	Assessment annually by faculty, external advisory board, faculty, assessment process reviewed by ABET		2019
Chemical Engineering, M.S., Ph.D.	*In development (May 2022)	Thesis committee for each degree, Thesis, publications & presentations	Thesis committee/Thesis defense		October 2021
Civil and Environmental Engineering, B.S. (see part b for accreditation)	https://civil.umaine.edu/program-accreditation/	Final exams designed to assess students ability to apply mathematics, science, and engineering principles. Exams also designed for students to apply their knowledge to identify, formulate, and solve engineering problems. Lastly, test questions designed to assess students' ability to use techniques, skills, and engineering tools.	Scores determined by class instructors.	Through 2019, the percentage attainment had been increasing, and has now stabilized. Student survey comments from 2017 indicated that students felt like they spent too long waiting for their questions to be answered in class. Students somewhat split on the flipped classroom style, but more were positive than negative this year.	2019
Civil Engineering, M.E., M.S., Ph.D.	https://civil.umaine.edu/wp-content/uploads/sites/204/2021/01/G SLG_Civil_and_Environmental_Engin eering_14JAN2021.pdf	Assessment planning scheduled for 2022-23*			
Computer Engineering, B.S. (see part b for accreditation)	https://ece.umaine.edu/accreditation/ece-student-outcomes/	Course assessments by respective instructors. Samples of student work including exams, lab reports and other evaluation components. PEO data including exit interviews, interviews of employers of our graduates, and graduate interviews after a certain number of years following graduation. Continuous monitoring and feedback received from ECE Department Visiting Committee.	Results are reviewed and interpreted by all faculty members.	Based on the results of data, evidence and subsequent discussions in faculty meetings, curriculum changes are implemented to continuously improve our program. These changes include both revisions to existing curriculum as well as introducing new curriculum.	2019
Computer Engineering, M.S.	https://ece.umaine.edu/wp-content/uploads/sites/203/2021/04/E CE_PLOs-1.pdf	Assessment planning scheduled for 2022-23*			
Construction Engineering Technology, B.S. (see part b for accreditation)	https://umaine.edu/construction-engineering/	Classwork designed proposed solutions to real construction engineering problems such as community service work. Peer evaluations, senior capstone, management exercises.	Instructors	Emphasize importance of a good proposal.	2019
Electrical and Computer Engineering, Ph.D.	https://ece.umaine.edu/wp-content/uploads/sites/203/2021/04/E CE_PLOs-1.pdf	Assessment planning scheduled for 2022-23*			
Electrical Engineering Technology, B.S. (see part b for accreditation)	https://umaine.edu/eet/	Lab work, capstone, course outcome surveys, oral presentations	Faculty, instructors	Addtional modules planned for lab work, more code examples within lab work, more structure to courses with oral presentation.	2019
Electrical Engineering, B.S. (see part b for accreditation)	https://ece.umaine.edu/accreditation/ece-student-outcomes/	Course assessments by respective instructors. Samples of student work including exams, lab reports and other evaluation components. PEO data including exit interviews, interviews of employers of our graduates, and graduate interviews after a certain number of years following graduation. Continuous monitoring and feedback received from ECE Department Visiting Committee.	Results are reviewed and interpreted by all faculty members.	Based on the results of data, evidence and subsequent discussions in faculty meetings, curriculum changes are implemented to continuously improve our program. These changes include both revisions to existing curriculum as well as introducing new curriculum.	2018
Electrical Engineering, M.S.	https://ece.umaine.edu/wp-content/uploads/sites/203/2021/04/E CE_PLOs-1.pdf	Assessment planning scheduled for 2022-23*			
Engineering and Business, P. S.M.	https://umaine.edu/graduate/program/engineering-and-business/	licensure examination	graduate coordinator with support of faculty		May 2021
Mechanical Engineering Technology, B.S. (see part b for accreditation)	https://umaine.edu/met/	Understanding designs and basic theory, applications of engineering materials, performance of ASTM standard materials in texts and lab work, capstone project, student work on industry, community outreach, and research projects.	Faculty members and supervisors	Study developments in industrial and academic teamwork for updates to improve outcomes	2019
Mechanical Engineering, B.S. (see part b for accreditation)	https://umaine.edu/mecheng/program-educational-objectives/	Attainment of each Student Outcome is assessed using multiple Performance Indicators. Assessment of the Performance Indicators (for each Student Outcome) is conducted using student coursework (assignments, exams, projects, and presentations). The assessment process involves quantification of students' attainment of the target performance for each Performance Indicator.	Faculty members annually perform the assessments and then evaluate the assessment data. The faculty propose and implement curriculum changes as needed (with input from stakeholders including students and the Mechanical Engineering Advisory Board).	Student assignments (as well as assessment data collection methods) in many courses have been modified/revised to align more closely with a specific Performance Indicator (used to assess a Student Outcome), and to allow more pinpointed assessment of the Student Outcomes.	2018
Mechanical Engineering, M.S., Ph.D.	https://umaine.edu/mecheng/wp-content/uploads/sites/208/2021/03/M EE-Graduate-Program-Learning-Outcomes.pdf	Assessment planning scheduled for 2022-23*			
Survey Engineering Technology, B.S. (see part b for accreditation)	https://umaine.edu/svt/	NCEES fundamentals for surveying, employer evaluations, outside review from "clients" for capstone, numerical tests, field exercise, survey parts of local town for boundary surveys, GPS project planning.	Faculty members and outside reviewers		2019
University of Maine - College of Liberal Arts and Sciences					
Anthropology, B.A.	https://umaine.edu/anthropology/undergraduate-programs-2/ba-in-anthropology/	Capstone course, exit survey	Instructor for course, faculty	Creation of new classes and continuing the development of learning outcomes	Program review in progre (2021-2022)
Anthropology and Environmental Policy, M.A., Ph.D.	https://umaine.edu/anthropology/graduate-program-learning-outcomes/	Assessment planning scheduled for 2022-23*			Program review in progre (2021-2022)
Art Education, B.A. (see part b for accreditation)	https://umaine.edu/art/programs/art-education/	Portfolio review, exit interview, student teaching, courses based on inctructional aide and lesson plan development	Instructors for each course, faculty, field instructor for teaching		2020
Art History, B.A. (see part b for accreditation)	https://umaine.edu/art/programs/art-history/	Classroom discussion, public presentation, research papers, capstone research and presentation, course-based work on assessment peer-reveiwed sources and paying attention to methodology	Faculty with the use of the general rubric from the Association of American Colleges and University	Plan implementation to shift to a broader history of global coverage, preparing for new courses in light of this shift. Continuing emphasis on historiographic and methodological awareness, modeling proficiency in synthesizing ideas throughout all courses	2020
Chemistry, B.S. (see part b for accreditation)	https://umaine.edu/chemistry/program-objectives/	New assessment process is underway			2016 (2022-2023)
Chemistry, M.S., Ph.D.		Thesis defense	Thesis committe		
Communication, B.A.	https://cmj.umaine.edu/undergraduate/	Capstone seminar in communication	Instructors and the curriculum committee	Adapted learning outcomes and created more detailed rubrics to better capture student learning; in the process of developing assessment strategy that would be applied at the sophomore, junior, and senior level to understand progress in student learning	2016 (2023-2024)
Communication and Journalism, M.A., Ph.D.	https://cmj.umaine.edu/graduate/learning-outcomes/	Assessment planning scheduled for 2022-23*			(2023-2024)
Computer Science, B.A., B.S. (see part b for accreditation)	https://umaine.edu/cs/overview/#outcomes	ACM-IEEE courses, exams, capstone following AAC&U rubrics, oral presentations	Course instructors, instructors interpret and evaluate students	Analysis of data displays the improvement of student success for each class	2016 (2024-2025)
Computer Science, M.S., Ph.D.	*Expected to be developed, 2022				(2022-2023)
Engineering Physics, B.S. (see part b for accreditation)	https://physics.umaine.edu/undergraduate-programs/undergraduate-majors-and-minors/	ETS Field Test for 400-level courses to assess student performance, Holmes-Wieman Laboratory Diagnostic to evaluate student understanding and knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd semester, 4th and 5th.	Faculty use AAC&U VALUE rubric to determine student performance	Overall, one area is consistently strong (E&M), implying that students are approaching the test seriously. Results are consistent with our program's emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In mechanics, scores have been declining over time, which is worrisome. In Thermo/Optics/Waves, scores are very low, at times, which might be because thermo and optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	2019
Engineering Physics, M.E.	*In development (May 2022)	Graduate Committees for each degree , Thesis (Thesis degree), Publications & presentations (Thesis degree)	Committee (semi-annually), Thesis defense (Thesis degree)	Modification to both ME degrees in progress. Modify course requirements.	

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Program	Link	Assessment Methods	Assessed By	Changes/Improvements	Year
English, B.A.	https://english.umaine.edu/undergraduate-program/	Final papers, writing seminars	Course Instructors	Year-end of the assessment focused on procedures for next year's implementation and the need for integration of the rubric itself in future syllabi and teaching. Full report available in AY 2018-19	2006
English, M.A.	https://english.umaine.edu/wp-content/uploads/sites/118/2021/02/Program-Outcomes-UMaine-English-MA.pdf	https://english.umaine.edu/wp-content/uploads/sites/118/2019/08/UMaine-ENG-MA-Degree-Portfolio-Contents-and-Evaluation-Criteria-1.pdf	5 members of the graduate faculty review and score each degree portfolio using one of 4 consensus-based criteria approved by department vote. Three votes of at least "satisfactory" are required for graduation.	movement toward a unified language for evaluating MA candidates' written work across seminars (aligned with portfolio assessment rubric; grad coordinator reports on trends in each year's portfolios with suggestions for curricular adjustments	2006
French, B.A.	https://umaine.edu/mlandc/bachelor-of-arts-in-french/	Capstone, term paper in courses, and oral presentation	Faculty	Faculty discussed assessment and agreed to select several students take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: FRE 305 or 306 and /or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2018
French, M.A., M.A.T.	https://umaine.edu/mlandc/graduate-programs/	Assessment planning scheduled for 2022-23*			
Global Policy, MA	https://spia.umaine.edu/graduate-program-learning-outcomes/	Internship and job attainment in their field of study.	Program Director, Grad Coordinator	Focus on the electives that are most impactful for the professions students pursue.	
History, B.A.	https://umaine.edu/history/undergraduate/	Senior Seminar including research paper, peer reviews, oral presentations, and discussion. In addition, information gathered from HTY 130 and HTY 311 help the department assess student progress throughout their undergraduate careers.	Course instructors begin the process. The Undergraduate Committee reviews it anually.	History established a more effective and more holistic assessment process than it used in the past. Steps have been made to increase students' ability to access research materials and improve students' ability to understand different historiographical interpretations.	2014 (Scheduled for 2021-2022)
History, M.A., Ph.D.	https://umaine.edu/oira/resource/history-graduate-plos/	Assessment planning scheduled for 2022-23*			(Scheduled for 2021-2022)
Human Dimensions of Climate Change, B.A.	https://umaine.edu/anthropology/undergraduate-programs-2/ba-human-dimensions-climate-change-hdcc/	Capstone course, exit survey	Instructor for course, faculty	Added classes and continued development of learnng outcomes	New Program, not yet reviewed
Information Systems, M.S.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			
Intermedia, M.A. .M.F.A.	*In development (May 2022)	Thesis Project, Thesis Oral defense, Written Thesis	Master's Committee	Curricular revision	March 2020
International Affairs, B.A.	https://umaine.edu/internationalaffairs/requirements/	Capstone course	Instructors grade the capstone to a common rubric		2012 (2020-2021)
Journalism, B.A.	https://cmj.umaine.edu/undergraduate/	Capstone: Seminar in media ethics and issues	Instructors and the curriculum committee	Adapted learning outcomes and created more detailed rubrics to better capture student learning; in the process of developing assessment strategy that would be applied at the sophomore, junior, and senior level to understand progress in student learning	2016 (2023-2024)
Mathematics, B.A., B.S.	https://umaine.edu/mathematics/program-learning-outcomes/	Writing samples from core courses (including capstone) showing ability with mathematical proofs.	Faculty		2014
Mathematics, M.A.	*In development (May 2022)	Written thesis (for thesis option); two seminar talks	Master's Committee, Grad Coordinator		
Media Studies, B.A.	https://cmj.umaine.edu/undergraduate/	Capstone seminar in media studies	Instructors and the curriculum committee	Adapted learning outcomes and created more detailed rubrics to better capture student learning; in the process of developing assessment strategy that would be applied at the sophomore, junior, and senior level to understand progress in student learning	2016
Music Education, B.M. (see part b for accreditation)	https://umaine.edu/spa/academics/undergraduate-degrees/	Essays and tests are used to demonstrate learner development thoeries and practices, adapting instruction such as the creation of lesson plans, demonstrate an understanding of the needs of students, student teaching, applying learning theories.	Faculty, field instructor.		2015 (2024-2025)
Music Education, M.M.U.S. (see part b for accreditation)	https://umaine.edu/spa/graduate-studies/	Master's Project	Master's Committee	Curricular modificaton	NASM - 2015
Music Performance, B.M. (see part b for accreditation)	https://umaine.edu/spa/academics/undergraduate-degrees/	Junior standing exams on applied study. Performance exam in front of faculty. Junior recital in front of three faculty members and students. Course based work for the organizational patterns of music and the interactions.	Faculty	Plan to take assessment from the final exam in MUY 212, the end of the tradtional "harmony" sequence in music theory. Also plan to continue current trial in music theory tutoring with qualified work-study upper class music majors.	2015 (2024-2025)
Music Performance, M.M.U.S. (see part b for accreditation)	https://umaine.edu/spa/graduate-studies/	Master's Project and Master's Recital	Master's Committee		NASM - 2015
Music, B.A. (see part b for accreditation)	https://umaine.edu/spa/academics/undergraduate-degrees/	Junior standing exams on applied study. Performance exam in front of faculty. Junior recital in front of three faculty members and students. Course based work for the organizational patterns of music and the interactions.	Faculty	Plan to take assessment from the final exam in MUY 212, the end of the tradtional "harmony" sequence in music theory. Also plan to continue current trial in music theory tutoring with qualified work-study upper class music majors.	2015 (2023-2024)
New Media, B.A.	https://umaine.edu/newmedia/degrees/	In process of designing student learning outcomes	In progress of designing tools for assessment		2016 (2021-2022)
Philosophy, B.A.	https://umaine.edu/philosophy/philosophy-program-learning-outcomes/	capstone course materials (Philosophy is currently in a yearlong process of overhauling assessment process and data sites for measuring our new PLOs.)	Two faculty members have annually used a rubric to interpret student learning outcomes by examining capstone material. (Philosophy is currently in yearlong process of overhauling assessment tools and processes pertaining to PLOs; we anticipate developing new rubrics and identifying new assessment points across our curriculum. These changes will also allow more faculty members to be involved in the assessment process.)	Philosophy has identified its prior program assessment approach to lack the specificity needed to see areas for programmatic growth and success. The department is involved in redesigning its assessment plan from the ground up. We have newly redesigned PLOs (effective as of FA21). We are currently in the process of curriculum mapping these PLOs; we expect this to be completed in SP22. We will also be developing new assessment tools—primarily a set of rubrics—to help us more precisely indicate sites of program success and of areas for growth. Already, we have identified the need to add a new course to our major that helps students develop philosophical skills, including writing, research and discussion skills. This course is in the process of being developed; we anticipate it to be ready for FA22 or SP23.	2013 (2021-2022)
Physics, B.A., B.S.	https://physics.umaine.edu/undergraduate-programs/undergraduate-majors-and-minors/	ETS Field Test for 400-level courses to assess student performance, Holmes-Wieman Laboratory Diagnostic to evaluate student understanding of knowledge of lab skills, courses on ethics, lifelong learning, and contemporary issues with oral and written components, longitudinal study on majors at 3rd, 4th, and 5th semester.	Faculty use AAC&U VALUE rubric to determine student performance.	Overall, one area is consistently strong (E&M), telling us that students are approaching the test seriously. Results are also consistent with our program's emphasis on E&M. Thus, performance in other areas can be used to measure our program performance. In mechanics, scores have been declining over time, which is worrisome. In Thermo/Optics/Waves, scores are very low, at times, which might be because Thermo and Optics are elective courses not taken by all students. It's also possible that instruction in some areas is weak.	2012
Physics, M.S., Ph.D.	*In development (May 2022)	Graduate Committees for each degree , Thesis, Publications & presentations	Committee (Semi-annually), thesis defense (ultimate), papers & presentations (when accepted)	modification of PhD Comprehensive Exam	
Political Science, B.A.	https://umaine.edu/polisci/degree-program/political-science-outcomes-assessment-plan/	Course Assignments, Capstone Course Writing Sample [Scores will be awarded on five criteria: (1) Grammar and writing style; (2) Ability to present a thesis statement; (3) Coherence and logic of the argument; (4) Familiarity with and use of secondary literature; where appropriate, familiarity with and use of primary sources; (5) Proper use of citations], Exit Survey, and Alumni Survey.	Capstone, instructor, department head.		2018
Psychology, B.A.	https://umaine.edu/psychology/undergraduate-program/goals-psychology-major/	Assessment of capstone paper (from senior year), assement of research paper in research methods (typically taken in soph or junior year), exit survey, beginning assessment in introductory courses. Using suggestions from the American Psychological Association Guidelines for the Undergraduate Psychology Major and the American Association for Colleges and Universities LEAP rubrics.	Subcommitee of Faculty	Streamlined rubric and will make recommendations for PSY 491 assignments that will ensure the rubric is appropriate for them.	2018
Psychology, M.A., Ph.D. (see part b for accreditation)	*In development (May 2022)	Written Thesis, Oral Defense, Comprehensive Exam (Oral and Written), Publications and Presentations, Performance TAing and/or Teaching	Committee Members for Thesis and Comprehensive Exam, Annually by Graduate Faculty for Publications, Presentations, Performance TAing and/or Teaching	Modification of the Comprehensive Exam, Changes to the ProSeminar to address professional development issues, and the addition of brown bags on teaching related topics	June 2018
Romance Languages, B.A.	https://umaine.edu/mlandc/wp-content/uploads/sites/177/2020/02/MLC_Assessment_Plan_DRAFT2-as-of-2.11.20.pdf	Capstone, term paper in courses, and oral presentation	Faculty	Faculty discussed assessment and agreed to select several students take the ACTFL Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: FRE 305 or 306/SPA 305 or 306 and/or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2021
Sociology, B.A.	https://umaine.edu/sociology/academics/department-of-sociology-learning-goals/	Research paperon a sociological theorist scored by AAC&U rubric. Capstone scored by AAC&U rubric. Writing intensive courses with literature review and analytics	Faculty	Evaluated courses such as 499 shows that students seemed to struggle with department's critical thinking indicators and now considering how to adjust	2014
Spanish, B.A.	https://umaine.edu/mlandc/bachelor-of-arts-in-spanish/	Capstone, term paper in courses, and oral presentation	Faculty	Faculty discussed assessment and agreed to select several students take the ACTFL Oral Proficiency Interview or Oral Proficiency Interview by Computer and the Writing Proficiency Test. Results would be used as benchmarks for courses satisfying specific requirements in the major: SPA 305 or 306 and /or upper level language or content courses. Faculty also discussed and planned to develop other means of assessing content knowledge in addition to linguistic proficiency.	2021
Spanish, M.A.T.	https://umaine.edu/mlandc/graduate-programs/	Assessment planning scheduled for 2022-23*			
Spatial Informatics, M.S.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			New program, not yet reviewed
Spatial Information Science and Engineering, M.S., Ph.D.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			2016
Studio Art, B.A. (see part b for accreditation)	https://umaine.edu/art/programs/studio-art/	Final portfolio submissions for classes, cumulative project, workshop, specialized courses for digital and physical tools, capstone interview, final assessment	Instructors		2020
Studio Art, B.F.A. (see part b for accreditation)	https://umaine.edu/art/programs/studio-art/	Final portfolio submissions for classes, cumulative project, workshop, specialized courses for digital and physical tools, capstone interview, final assessment	Instructors		2020
Theatre, B.A.	https://umaine.edu/spa/academics/undergraduate-degrees/	Participation in at least one area for live performance: acting, directing, design, or theatre technology. Proficiency in each role assigned.	Faculty meet together to examine the participation levels of students		2014
University Studies (CLAS Pathway), B.U.S.	http://catalog.umaine.edu/preview_program.php?catoid=85&poid=12711&returnto=3434				New Program, not yet reviewed
Women's, Gender, and Sexuality Studies, B.A.	https://umaine.edu/womensgenderandsexualitystudies/about-us/	Final exam and papers. Senior seminar. Class paper and discussion on the experiences and take-aways from each core course and gave an assessment.	Faculty	Future implementation of feedback and assessment results	2012
University of Maine - Maine Business School					
Business Administration in Accounting, B.S. (see part b for accreditation)	https://umaine.edu/business/wp-content/uploads/sites/6/2019/06/MBS-2019-2020-Packet.pdf	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instructions in classes, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2019
Business Administration in Finance, B.S. (see part b for accreditation)	https://umaine.edu/business/wp-content/uploads/sites/6/2019/06/MBS-2019-2020-Packet.pdf	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instructions in classes, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2019
Business Administration in Management, B.S. (see part b for accreditation)	https://umaine.edu/business/wp-content/uploads/sites/6/2019/06/MBS-2019-2020-Packet.pdf	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instructions in classes, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2019
Business Administration in Marketing, B.S. (see part b for accreditation)	https://umaine.edu/business/wp-content/uploads/sites/6/2019/06/MBS-2019-2020-Packet.pdf	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instructions in classes, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2019
Business Administration in Sport Management, B.S. (see part b for accreditation)	https://umaine.edu/business/sport-management/	Demonstrate skills in written communication, teamwork, ethics, and global perspectives.	Faculty oversee skills pertaining to oral communication, written communication, team work, ethics, and global perspective.	Expand instructions in classes, more discussions with instructors to ensure proficiency, reviewing courses, spending more time discussing work in class. Expose faculty to online assessment.	2019
Business Administration, M.B.A. (see part b for accreditation)	https://umaine.edu/business/assurance-of-learning-outcomes/	These are demonstrated through: 1. Problem Solving. MBA learners will demonstrate their skills as analytical and integrative thinkers by evaluating statistical results to inform business decisions through periodic mini-case reviews. 2. Knowledge. MBA learners will demonstrate competency in the basic business disciplines, demonstrated through the industry standard ETS examination, conducted in the Capstone course. 2a. MBA learners will calculate the time value of money without a calculator. 3. Communication. MBA learners will demonstrate professionally effective (3a) oral and (3b) written communications skills. [presentations/rubric; written papers/rubric] 4. Global. MBA learners will express confidence with understanding and appreciating differences in cultures and satisfaction with the knowledge gained in using global insights in their careers. [indirect measure of MBA program perceptions from alumni and learners] 5. Teamwork. Learners will develop successful teams, effectively work in teams, and contribute to multiple teams while in the program. demonstrated through CATME, curriculum map and indirect measure assessments. 6. Ethical and critical thinking. MBA learners will apply a critical thinking framework* to consider stakeholders as they use ethical principles* to recommend solutions for current business situations., demonstrated through mini-cases. *framework is a rubric to: define the problem/dilemma; evaluate alternatives; and recommend a solution; *3 ethical principles selected by the faculty to be emphasized in curriculum (close-the-loop) 7. Technological Agility. Voluntary Excel pilot test with GMetrix and Certification(s); Curriculum Map. [Excel certifications; & describe the current technological experience(s) of MBA students in spring 2021] 8. Indirect Measures of Alumni perceptions of the program in terms of ALOs	Learning objectives and assurance of learning measures are determined by the faculty of the Graduate School of Business, with a standing subcommittee of the GSB Curriculum Committee on AOL continually improving the assessment process. Course-based assessments (e.g. Mini Cases) are assessed by divisional faculty outside the course. Technical competency assessments (e.g. Excel Certification, ETS major field test in Graduate Business) are externally conducted and reviewed. Indirect Measures (e.g. Alumni Surveys) are designed by GSB faculty and staff and distributed through Qualtrix.	AACSB accreditation requires an environment of continual improvement, with an emphasis on Assurance of Learning and "closing the loop." The Graduate School of Business regularly adjusts curricula to address weaknesses identified through our AoL assessments. Two notable examples would be 1.) A 2019 survey of alumni and employers indicating that our graduates lacked foundational skills in excel. To close the loop, we implemented Excel training leading to Associate and Expert level industry certification, available for all MBA students. 2.) The ETS Major Field Test examination in graduate business, given to our students in their Capstone course showed a weakness among our graduate students in Assessing the time value of money. To close the loop, we strengthened our learning outcome measure of Knowledge in 2021 to include direct instruction on the time value of money mapped throughout the curriculum.	The Graduate Assurance of Learning Subcommittee meets regularly throughout the academic year to review measures and outcomes and make recommendations for adjustments. The program goals for the Graduate School of Business were most recently reviewed on 12/4/2020 and ratified in 2021 by the faculty.
University of Maine - College of Natural Sciences, Forestry, and Agriculture					
Animal and Veterinary Sciences, B.S.	https://umaine.edu/foodandagriculture/bs-avs/	Oral presentations, case-based animal disease problems, literature review	Faculty, instructors	Assessment shows more practice on how to cite properly, what appropriate sources are, and more work on writing skills. Students now stressed on the importance of checking one's work for grammatical errors.	2017
Animal Sciences, M.P.S., M.S.	https://umaine.edu/graduate/wp-content/uploads/sites/551/2022/03/MSc-and-MPS-Animal-Sciences-Degree-Programs-Learning-Goals_UPLOAD.pdf	The successful completion of the coursework listed in the program of study form approved by a committee of at least three graduate faculty and the graduate coordinator. All M.Sc .thesis students must present two public seminars in addition to having the thesis approved by the graduate committee (including an oral defense).	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.	None to date	2017
Aquaculture and Aquatic Resources, M.S., Ph.D.	https://umaine.edu/foodandagriculture/wp-content/uploads/sites/217/2022/03/AAR-Program-learning-outcomes.pdf				
Biochemistry, B.S.	https://umaine.edu/biomed/undergraduate-programs/learning-outcomes/	Course-projected developmental assessment, year-long research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	Working to coordinate instructor course SLOs with program SLOs and coordiantion among related courses to have a coordinated approach across each degree program.	2011

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Program	Link	Assessment Methods	Who Evaluates	Changes/Outcomes	Year
Biochemistry, M.P.S., M.S.	https://umaine.edu/biomed/graduate-programs/	Coursework approved by the committee, regular committee meetings, thesis defense (final exam for MPS), approval of written thesis by the committee (not for MPS).			
Biochemistry and Molecular Biology, Ph.D.	https://umaine.edu/biomed/graduate-programs/	Coursework approved by the committee, comprehensive exam for PhD, regular committee meetings, thesis defense, approval of written thesis by the committee.	regularly by thesis advisor; at least annually by thesis committee		
Biological Sciences, Ph.D.	*In development (May 2022)	Specific coursework must be completed, proposal defense, qualifying exams, dissertation defense.	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.		
Biology, B.S.	https://sbe.umaine.edu/undergraduate/	Curriculum maps identify skills and learning progressions in coursework, active learning classrooms, and capstone.	Assessment Committee and Curriculum Committee within SBE meet annually	Reorganization of Second Year genetics and evolution courses to address weakness in graduating students.	2010 (Scheduled for 2023)
Botany, B.S.	https://sbe.umaine.edu/undergraduate/	Curriculum maps identify skills and learning progressions in coursework, active learning classrooms, and capstone.	Assessment Committee and Curriculum Committee within SBE meet annually	Reorganization of Second Year genetics and evolution courses to address weakness in graduating students.	2010 (Scheduled for 2023)
Botany and Plant Pathology, M.S.	*In development (May 2022)	Specific coursework must be completed, proposal defense, thesis defense.	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.		2010 (Scheduled for 2023)
Communication Sciences and Disorders, B.A.	https://umaine.edu/comscid/undergraduate/	Research papers on foundationsl knowledge and skill, literature review, self-reflection assignment, oral presentation of research, and capstone research paper	Faculty	Program outcomes were recently updated and approved by faculty. Curriculum was mapped to program outcomes. UG coordinator has received assessment mini grant and will be working with graduate student and faculty to map individual course outcomes and assessments to program outcomes. Data will then be aggregated and shared with faculty to make curriculum decisions.	2010 (Scheduled for 2022)
Communication Sciences and Disorders, M.A.	https://cmi.umaine.edu/graduate/learning-outcomes/	Assessment planning scheduled for 2022-23*			2010 (Scheduled for 2022)
Earth Sciences, B.S.	https://umaine.edu/earthclimate/undergraduate-studies/philosophy/	Written work, class participation, laboratory performance, and capstone project	Faculty	curriculum mapping currently; development of new capstone options and microcredentials	2012
Earth and Climate Sciences, M.S., Ph.D.	https://umaine.edu/earthclimate/graduate-program-learning-outcomes/	Assessment planning scheduled for 2022-23*			
Ecology and Environmental Sciences, B.S.	https://umaine.edu/ecologyandenvironmentalsciences/test-content-block/undergraduate/program-learning-outcomes/	Course-based program assessment, senior exit survey	Faculty	Shifting (formerly senior) professionalism seminar to junior year; modifying core courses to include skills such as Microsoft Excel	2010 (Scheduled for 2023)
Ecology and Environmental Sciences, M.S., Ph.D.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			
Economics, B.A., B.S.	https://umaine.edu/soe/wp-content/uploads/sites/199/2020/02/SOE-Undergraduate-Learning-Outcomes.pdf	Capstone project: technical paper and policy brief, academic poster and presentation. Other quantitative courses used pre- and post- assessment tests	Faculty	Most SOE students are meeting the communication and critical thinking target learning outcomes. In response to assessment findings, we realized that only assessing students at the end of their student experience is not ideal, especially for those learners that need extra guidance in an outcome area. In turn, we will incorporate more emphasis on writing in lower-level courses (i.e., syntax and mechanics) and are considering assessment of written communication in a lower-level course as well. The large enrollment in our entry courses poses a challenge for providing detailed feedback on writing but we are considering creative options to overcome this challenge. Fewer SOE students are meeting the quantitative and analytical skills target learning outcomes. In response to these findings, we made curricular changes to introduce core quantitative skills earlier in students' programs and to better align quantitative and analytical courses in sequences. We decreased the levels of our principles of economic data analysis (ECO 366 became ECO 266) and econometrics courses (ECO 485 became ECO385), and adjusted the content accordingly, so students will complete both of these courses by their third year. In addition, we updated our mathematical economics course (ECO480) and are planning a 100-level course focused on economic data analysis and interpretation.This will allow us to incorporate more quantitative analysis in our 400-level courses.	2011
Economics, M.A., M.S.	https://umaine.edu/oira/wp-content/uploads/sites/502/2021/12/SOE-Graduate-Program-Learning-Outcomes-2021.pdf	Specific coursework must be completed, thesis defense (for thesis students)	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.	None to date	2010?
Entomology, M.S.	In development, May 2022	Specific coursework must be completed, proposal defense, thesis defense.	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.		2010
Environmental Horticulture, B.S.	https://umaine.edu/foodandagriculture/bs-envhort/	Research papers, quizzes, exams pruning practicals, crop journals	Faculty		
Financial Economics, B.S.	https://umaine.edu/soe/wp-content/uploads/sites/199/2020/02/SOE-Undergraduate-Learning-Outcomes.pdf	Capstone project: technical paper and policy brief, academic poster and presentation. Other quantitative courses used pre- and post- assessment tests	Faculty	Most SOE students are meeting the communication and critical thinking target learning outcomes. In response to assessment findings, we realized that only assessing students at the end of their student experience is not ideal, especially for those learners that need extra guidance in an outcome area. In turn, we will incorporate more emphasis on writing in lower-level courses (i.e., syntax and mechanics) and are considering assessment of written communication in a lower-level course as well. The large enrollment in our entry courses poses a challenge for providing detailed feedback on writing but we are considering creative options to overcome this challenge. Fewer SOE students are meeting the quantitative and analytical skills target learning outcomes. In response to these findings, we made curricular changes to introduce core quantitative skills earlier in students' programs and to better align quantitative and analytical courses in sequences. We decreased the levels of our principles of economic data analysis (ECO 366 became ECO 266) and econometrics courses (ECO 485 became ECO385), and adjusted the content accordingly, so students will complete both of these courses by their third year. In addition, we updated our mathematical economics course (ECO480) and are planning a 100-level course focused on economic data analysis and interpretation.This will allow us to incorporate more quantitative analysis in our 400-level courses.	2011
Financial Economics, M.S.	https://umaine.edu/oira/wp-content/uploads/sites/502/2021/12/SOE-Graduate-Program-Learning-Outcomes-2021.pdf	Specific coursework must be completed, thesis defense (for thesis students)	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.	None to date	2021 (changed to MS)
Food Sciences and Human Nutrition, B.S. (see part b for accreditation)	https://umaine.edu/foodandagriculture/bs-fsn/food-science-concentration/ https://umaine.edu/foodandagriculture/bs-fsn/human-nutrition-and-dietetics-concentration/	Evaluate professional literature performance on nutritional topic case studies, conducting counseling sessions, performance to community, field experience, planning assignments for restaurants, food safety certification exam, reflection papers.	Instructor, field experience supervisors	For counseling assignments, statistics of passing grades are given. Proficiency statistics for restaurant planning assignment and use of updated assessment tool for food safety assessment.	
Food Science and Human Nutrition, M.S. (see part b for accreditation)	The learning outcomes are not yet published but they will be included on the School of Food & Agriculture Graduate Programs website by May 31, 2022.	All M.S. students must have a plan of study approved by three faculty members. Thesis students present a public seminar in addition to having the thesis approved by the graduate committee. Students in the Dietetic Internship concentration must complete specific classes and obtain supervised training in various dietetic practice sites for 1072 hours; interns then take a national examination to become qualified as Registered Dietitian Nutritionists. The success rate in passing the national exam is monitored. See Part b for more details.	The graduate advisor, advisory committee, and graduate coordinator evaluate the evidence, and the whole graduate faculty assesses the program annually.	None to date because many changes have been made in the faculty and curricula. We have two separate concentrations, a combined B.S./M.S. (4+1) option, and thesis and non-thesis options for students on campus	Expected April 2022
Food and Nutrition Sciences, Ph.D.	The learning outcomes are not yet published but they will be included on the School of Food & Agriculture Graduate Programs website by May 31, 2022.	Successful completion of courses approved by a committee of at least 5 faculty graduate members, acquisition of a special skill unrelated to the dissertation, completion of written and oral comprehensive examinations, and successful defense of the dissertation.	The graduate advisor, advisory committee, and graduate coordinator evaluate the evidence, and the whole graduate faculty assesses the program annually.	None to date	
Forestry, B.S.	https://forest.umaine.edu/undergraduate-programs/forestry/	Capstone, field labs	Faculty	Assessments have been incorporated into May Term camps. Curriculum modified to allow specialization.	2013
Forestry, M.F. (see part b for accreditation)					2013
Forest Resources, M.S., Ph.D.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			
Horticulture, M.S.	https://umaine.edu/foodandagriculture/wp-content/uploads/sites/217/2022/02/MS_PSE_Hort_DegreeProgramOutcomes.pdf	Committee approval of the completion of coursework on the Program of Study and thesis defense.	Advisor and committee.		
Marine Biology, M.S., Ph.D.	*In development (May 2022)	Completed coursework, thesis defense or internship completion aprpoval	Committee meets regularly with students, approves program of study and thesis/internship completion	e.g. as necessary, students are asked to complete additional coursework	Scheduled for 2021-2022
Marine Policy, M.S.	*In development (May 2022)	Completed coursework, thesis defense or internship completion arrpoval	Committee meets regularly with students, approves program of study and thesis/internship completion	e.g. as necessary, students are asked to complete additional coursework	Scheduled for 2021-2022
Marine Sciences, B.S.	https://umaine.edu/marine/bachelor-of-science-in-marine-science/	Capstone Project	Instructor		Scheduled for 2021-2022
Marine Sciences, P.S.M.	*In development (May 2022)	Assessment planning scheduled for 2022-23*			Scheduled for 2021-2022
Medical Lab Sciences, B.S.	https://sbe.umaine.edu/undergraduate/	Established learning objects relating to academic subdisciplines in biology. Curriculum mapping suggested changing curriculum by dropping Cell Biology as requirement.	Faculty		2010
Microbiology, B.S.	https://umaine.edu/biomed/undergraduate-programs/learning-outcomes/	Course-projected developmental assessment, year-long research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	Working to coordinate instructor course SLOs with program SLOs and coordiantion among related courses to have a coordinated approach across each degree program.	2011
Microbiology, M.S., M.P.S., Ph.D.	https://umaine.edu/biomed/graduate-programs/	Coursework approved by the committee, comprehensive exam for PhD, regular committee meetings, thesis defense (final exam for MPS), approval of written thesis by the committee (for thesis-based degrees).			
Molecular and Cellular Biology, B.S.	https://umaine.edu/biomed/undergraduate-programs/learning-outcomes/	Course-projected developmental assessment, year-long research, independent and group lab work, capstone course	Assessment in laboratory by instructors, assessment of final paper by instructor	Working to coordinate instructor course SLOs with program SLOs and coordiantion among related courses to have a coordinated approach across each degree program.	2011
Nursing, B.S. (see part b for accreditation)	https://umaine.edu/nursing/undergraduate-program/ben-learning-outcomes/	Case study work, practicum papers and exams	Instructors of courses	Curriculum mapping currently underway	2020
Nursing, M.S., C.A.S. (see part b for accreditation)	https://umaine.edu/nursing/wp-content/uploads/sites/223/2019/05/Program.Learning.Outcomes.5.13.19.pdf	https://docs.google.com/document/d/1cYPv3RLc-li6h9BMKBLE6bCxYWaFiTtf/edit?usp=sharing&ouid=103074990042188044969&rtpof=true&sd=true	School of Nursing Graduate Curriculum Committee	Plan to develop develop the NUR 697 Capstone course to provide more guidance to students; separating FNP clinical and diadactic courses to assess learning in both formats;	
Oceanography, M.S., Ph.D.	*In development (May 2022)	Completed coursework, thesis proposal, thesis defense	Annually by thesis committee and SMS OCE faculty review	as necessary, students are advised to complete more course work, or specific learning objectives	
Parks, Recreation, and Tourism, B.S. (see part b for accreditation)	https://forest.umaine.edu/undergraduate-programs/parks-recreation-and-tourism/	Capstone	Faculty	An individualized concentraton was developed to make program more adaptable to transfer students.	2013
Plant, Soil, and Environmental Science, M.S.	https://umaine.edu/foodandagriculture/wp-content/uploads/sites/217/2022/02/MS_PSE_Hort_DegreeProgramOutcomes.pdf	Committee approval of the completion of coursework on the Program of Study and thesis defense.	Advisor and graduate committee.		
Plant Science, Ph.D.	https://umaine.edu/graduate/plant-sciences-overview/	Specific coursework must be completed, proposal defense, qualifying exams, dissertation defense.	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.		
Quaternary and Climate Studies, M.S.	https://climatechange.umaine.edu/graduate-program/	Thesis proposal, thesis, and thesis defense; and/or CCI required courses (ERS542, INT500, ANT/BIO510 or ANT530)	Advisor, thesis advisory committee, graduate committee and Graduate coordinator.	None to date	March 2021
Resource Economics and Policy, M.S.	https://umaine.edu/oira/wp-content/uploads/sites/502/2021/12/SOE-Graduate-Program-Learning-Outcomes-2021.pdf	Specific coursework must be completed, thesis defense (for thesis students)	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.	None to date	2010
Social Work, B.S.W. (see part b for accreditation)	https://umaine.edu/socialwork/about-the-school/program-assessment/	Field Evaluation, course embedded measures	Faculty meeting discussions, Curriclum Committee discussions	We are currently focusing on content related to diversity, equity and inclusion; we will begin a deeper assessment as we approach our next reaccredtation.	Council on Social Work Education review was in 2019, we tabulate course embedded measures every two years, and will be completing those this year
Social Work, M.S.W. (see part b for accreditation)	https://umaine.edu/socialwork/about-the-school/program-assessment/	course embedded assignments within required courses measure 9 competencies; field placement evaluations that measure multiple aspects of social work competencies	Course-embedded measure scores, completed by faculty, are collated through Brightspace, with assistance from Ryan Weatherbee in the OIR. Field instructors complete the field evaluations and those data are uploaded in a field unit data management system; that was TK20 for five years but we are transitioning to QSR/Sonia. The director compiles these data every other year as is required by our accrediting body, the Council of Social Work Education. This is shared with faculty, the Curriculum Committe and the School Advisory Committee. The data are also posted on our website as required by our accrediting body.	The data have indicated that our online-blended program has similar outcome data as our on-campus program, which has been reassuring. The data have not indicated any red flags though they do point out areas that are more difficult for students (e.g., research and policy).	The MSW and BSW programs were reaccredit in 2019 by the Council o Social Work Education (CSWE). It is next up to review in 2027.
Speech Language Pathology, M.A. (see part b for accreditation)					
Sustainable Agriculture, B.S.	https://umaine.edu/foodandagriculture/bs-sustag/	Comprehensive research paper on collected data, capstone, empirically based classes for applying knowledge	Instructors		
Sustainable Materials and Technology, B.S. (see part b for accreditation)	https://forest.umaine.edu/sustainable-materials-and-technology/	Capstone	Faculty	The curriculum had a major revision that went in effect in 2020. The major is more technical and focuses on sustainable materials.	2013

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Category	(1)	(2)	(3)	(4)	(5)
Wildlife Conservation, M.W.C.	https://umaine.edu/wle/graduate-program/program-learning-outcomes-graduate-program/	Specific topical requirements are in place, proposal (written and oral), independent learning experience	Evaluated by the advisor and committee	Discussions of using evaluations for adaptive management of the program are ongoing	
Wildlife Ecology, B.S.	https://umaine.edu/wle/undergraduate-program/program-learning-outcomes/	Course-based program assessment, internship experiences, post-graduation interviews	Field Instructor, Faculty	Contributed to 2019 Curriculum Review	2005
Wildlife Ecology, M.S., Ph.D.	https://umaine.edu/wle/graduate-program/program-learning-outcomes-graduate-program/	Specific topical requirements are in place, proposal (written and oral), thesis/dissertation completion, oral defense	Evaluated by the advisor, committee, and departmental faculty	Discussions of using evaluations for adaptive management of the program are ongoing	
Zoology, B.S.	https://sbe.umaine.edu/undergraduate/	Curriculum maps identify skills and learning progressions in coursework, active learning classrooms, and capstone.	Assessment Committee and Curriculum Committee within SBE meet annually	Reorganization of Second Year genetics and evolution courses to address weakness in graduating students.	2010
Zoology, M.S., Ph.D.	*In development (May 2022)	Specific coursework must be completed, proposal defense, qualifying exams (for PhD), thesis or dissertation defense.	Evaluated by the advisor, the committee at milestones, the grad coordinator at completion.		
University of Maine - Graduate School					
Bioinformatics, P.S.M.	*In development (May 2022)	Applied Field Experience project	graduate coordinator each semester and project	added approved alternative required and elective courses	
Biomedical Engineering, Ph.D.	*In development (May 2022)	Publication, Dissertation, Presentations, dissertation committee reviews, comprehensive examination	semi-annually by dissertation committee reporting to graduate coordinator and program directors; dissertation defense by dissertation committee at end of degree; external peer review board for publication	adjusted comps process; developed new bioethics course; increased investment and offerings in resilience and community building	
Engineering in the Natural Sciences, Interdisciplinary Ph.D.	*Expected to be developed, 2022	Assessment planning scheduled for 2022-23*			
Interdisciplinary Studies, M.A., Ph.D. (individualized programs)	https://umaine.edu/biomed/wp-content/uploads/sites/282/2021/01/Graduate-School-Learning-Goals-MBS-1-8-21.pdf	Assessment planning scheduled for 2022-23*			
University of Maine at Machias					
Biology, B.S.	https://machias.edu/biology/about/	Final papers, senior seminar, and Major Field Test in Biology	Program faculty and department chair		2011
Business & Entrepreneurial Studies, B.S.	https://machias.edu/business/about/	Business plans from capstone and database of business plans from students' comprehensive coursework	Full-time department faculty		Aug 2016
Business and Entrepreneurial Studies, A.S.					
College Studies, B.C.S.					
Conservation Law and Outdoor Management, A.S.					
Creative Arts, B.A.	https://machias.edu/arts/why-study-creative-arts/	Junior-level portfolio review and for secondary ed the PRAXIS subject exam.	The ECB Faculty review portfolios annually and communicate results to students		2011
Education, B.S. (see part b for accreditation)	https://machias.edu/education/resource/	Cooperating teacher evaluations from field placements, student teacher portfolio defense, and senior student program evaluations	Full-time department faculty		Dec 2014
Environment Geographic Information Science, B.S.	https://machias.edu/environment/about/	Capstone course final project and portfolio review	GIS faculty	N/A (new program)	New Program, not yet reviewed
Liberal Studies, A.A.					
Marine Biology, B.S.	https://machias.edu/marine/about/	Comprehensive exit exam, written research reports, and senior seminar course evaluations	Program faculty and deparment chair	Major overhaul of program after last review, incl new concentrations, streamlined pathways	Program review in progre
Psychology and Community Studies, B.A.	https://machias.edu/psychology/about/	Annual surveys from student career and post-graduation surveys	Annually by Faculty		
Recreation and Tourism Management, B.S. (see part b for accreditation)	https://machias.edu/tourism/about/	Leisure Activities course Final Exam, Recreation Program Planning Evaluation Assignment, and Facilities, Operations, and Design Maintenance Plans.	Faculty of courses and department head		2019

University of Maine at Augusta

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

Category	(1) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	Educated person statement	NSSE Graduating Student Survey Alumni Career Survey	Provost College Deans	Updating the educated person statement. Online retention initiative	2015
For general education if an undergraduate institution:	UMA Catalog at http://catalog.uma.edu/	Written Communication rubric California Critical Thinking Skills Test Standardized Assessment of Information Literacy Skills, etc.	Program faculty Provost Assessment Directors	Developed common assessment tools for Computer Literacy, Cultural Diversity, and Ethical Reasoning. Participated instructors planned to make some adjustments in their courses.	2021
Applied Science	UMA Catalog, program review, and on the program website at https://www.uma.edu/academics/programs/applied-science/	N.A. (individualized program)	Annually by the program faculty, Academic Coordinator, and College Dean	N.A. (individualized program) This program is impacted by most curriculum changes in the other programs	External Review in April 2017 Internal Review in May 2021

Architecture	UMA Catalog, program review binder, and on the program website at https://www.uma.edu/academics/programs/architecture/details/	Capstone Thesis (ARC509/510), 2nd and 4th years portfolio reviews, 4th-year Integrated Studio (ARC407/417), Annual Community-based projects done in 2nd, 3rd, and 4th years	Annually by the program faculty and Program Coordinator. Done through narrative assessments of all program coursework, assessment of individual cohort (year), and assessment of the program's curricular sequences (there are seven) For each course, faculty review and recommend changes to their respective courses. The full-time faculty then reviews the coursework holistically, looking at each of our five cohorts, as well as each of our seven curricular sequences. In all cases, suggestions are made to improve each area specifically and holistically.	Curriculum changes including instituting a review and revamp of architectural technology course work, high-lighting specific skills and integration across coursework. Reworked multiple years of the design studio to better focus on fundamental design skills, projects of varying scales, and projects located in alternative locations and climates. Increase in history & theory coursework. Other individual courses are addresses as deemed necessary by our internal assessment.	January 2018 Upcoming April 2022
Art	UMA Catalog, program review binder, and on the program website at https://www.uma.edu/academics/programs/art/details/	Capstone (i.e. Public Senior Exhibition reviewed by all Art faculty – ART 430) Portfolio review (Mid-collegiate career after completion of foundational ART courses)	Annually by the program faculty, Academic Coordinator, and College Dean	Curriculum changes (e.g. Senior Exhibition: After reviewing student writing art statement, required ENG 3XX Portfolio Review: Reschedule of the portfolio review from senior status to 45-60 credit hours and embedded individual advising in the portfolio review process	December 2016 Upcoming 2022
Aviation	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/aviation/	FAA certification test (Federal Aviation Administration)	Annually by the program faculty, Academic Coordinator, and College Dean	Providing Early College aviation courses to High School Juniors and Seniors Providing Private Pilot Ground course to High School Seniors Creating an Introduction to Aviation course for High School Juniors Changing the MTR101 Meteorology course (4 Credits) to a Pilot Centered Weather course – AVI150 Aviation Weather (3 Credits). Adding a lab course – AVI151 Aviation Weather Lab – 1 Credit	June 2013 Next self-study is in Spring 2022
Biology	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/biology/	Capstone course Graduating senior survey Tracking program graduates in different career paths/graduate schools	Annually by the program faculty, Academic Coordinator, and College Dean	Curriculum changes (e.g. adjusted the program requirement to meet graduate/professional schools such as pre-med track, science teacher certificate. Expanded student internship)	February 2013 Next self-study is in Spring 2022
Business Administration	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/business/details/	Capstone and ETS Major Field Test in Business	Annually by the program faculty, Academic Coordinator, and College Dean	Continue to leverage technology to enhance the learning experience through expanding connections with students (E.g., distance students can participate in class synchronously via Zoom, also outside of the class students ask questions through web conferencing via Zoom, alternatively to phone or email	April 2017
Computer Information Systems	UMA Catalog, Program review binder, and the program website at https://www.uma.edu/academics/programs/cis/details/	Capstone course Internship experiences (includes E-portfolio) and the CIS460 Computers and Culture course	Annually by the program faculty, Academic Coordinator, and College Dean	Required all internship participants to complete an e-portfolio with artifacts and a rationale for student work. Reviewed and modified the math requirements for the CIS concentrations based on the learning objectives.	Internal Review Spring 2019 External Review

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

		Individual and team projects (Peer assessment/Self-evaluation)			March 2020
Cybersecurity	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/cybersecurity/details/	Capstone course Internship experiences Individual and team projects	Annually by the program faculty, Academic Coordinator, and College Dean	Curriculum changes are made to meet continued compliance as an Academic Center of Cybersecurity Education as established by the department of Homeland Security/National Security Agency. Changes are also made to on a regular basis based upon the evolving cybersecurity industry.	Internal Review Spring 2019

External Review March 2020 |
| Cybersecurity (Collaborative Master's Program with University of Southern Maine, Started in Fall 2020 | UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/cybersecurity/ms/ | Capstone course or Thesis required for graduation | Annually by the program faculty, Academic Coordinator, and College Dean | Changes are made based upon mutual evaluation and agreement with members from USM. | To be determined |
| Data Science | UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/data-science/details/ | Capstone course Internship experiences Individual and team projects (Peer assessment/Self-evaluation) | Annually by the program faculty, Academic Coordinator, and College Dean | As the program is relatively new, the faculty is monitoring student progress for potential changes. | Internal Review Spring 2019

External Review March 2020 |
Dental Assisting	UMA Catalog, Program review binder, and on the website at https://www.uma.edu/academics/programs/dental-programs/dental-assisting/details/	Dental Assisting National Board Exam scores, Course evaluation, Alumni survey, Employer survey	Annually by the program faculty, Academic Coordinator, and College Dean	DANB focused review sessions prior to exam, group testing, dividing examination into three components rather than one longer examination.	August 2019
Dental Hygiene	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/dental-programs/dental-hygiene/details/	Dental Hygiene National Board Exam scores, Commission on Dental Competency Clinical Board (CDCA) Assessments, DEH 351 Capstone course; Course evaluation Alumni survey Employer survey	Annually by the program faculty, Academic Coordinator, and College Dean	Instituted mock clinical boards; continually revise and update curriculum to keep pace with contemporary dental hygiene practice; incorporate changes requisite to Commission on Dental Accreditation (CODA) evolving standards with most recent including those relating to learning activities related to off campus clinical rotations.	October 2019
Education	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/education/	Portfolio Review at conclusion of student-teaching internship. Review of Key Assessment data in Taskstream Evaluation Program.	Annually by the program faculty, Academic Coordinator, and College Dean	Ongoing work related to: (1) assessing student dispositions in coursework and in clinical/field experiences; (2) adding assessments to EDU courses that enable students to demonstrate knowledge of culturally responsive approaches to teaching; and (3) creation of a more connected process of developing the portfolio across EDU 395: Field Experience and EDU 399: Student Teaching Seminar.	December 2019
English	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/english/details/	Capstone	Annually by the program faculty, Academic Coordinator, and College Dean	Revised the entire English program curriculum. Rewrote program learning outcomes. Standardized ENG 101 course content. Added ENG 100: Introduction to College Reading and Writing. Assessed ENG 102: Introduction to literature and revised course outcomes, added a theory and research component.	October 2021

Information & Library Science	UMA Catalog, Program review binder, and on the program website at https://www.uma.edu/academics/programs/ils/details/	Capstone and E-Portfolio, Senior surveys, site-evaluator surveys,	Annually by the program faculty, Academic Coordinator, and College Dean	Revise learning outcomes, change course titles and descriptions, develop new courses, capture data at Capstone course level, review types of learning assignments, development of new approaches to engagement, broader information sharing, more involvement in the student life-cycle of the university from pre-admission counseling to graduation.	2018/2019
Interdisciplinary Studies	UMA Catalog, program review, and the program website https://www.uma.edu/academics/programs/interdisciplinary/	Capstone and E/Portfolio, Senior surveys, site-evaluator surveys,	Annually by the program faculty, Academic Coordinator, and College Dean	Curriculum and procedural changes; made INT 208 the required methods course for INT majors. Organized a student conference. Spring 2020 pilot of the capstone course as a course rather than an independent study.	Self-study initiated in 2017, which will be updated in Spring 2022
Justice Studies	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/justice-studies/	Capstone course Portfolio	Annually by the program faculty, Academic Coordinator, and College Dean	Individual course changes, Gen Ed requirement changes, renewal of articulation agreement with Maine Criminal Justice Academy, addition of one new full-time faculty member and one half-time faculty member /Director of Maine Community Policing Institute. New Certificate: Advanced Criminal Justice Management, Community Corrections (in addition to Community Policing, Mediation and the other pre-existing certificates) New Pre-Law Concentration and 3+3 Agreement with Maine Law	External Review in December 2011 Self-study in Spring 2022
Liberal Studies	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/liberal-studies/	N.A. (individualized program)	Annually by the program faculty, Academic Coordinator, and College Dean	This program is impacted by most curriculum changes in the other programs. In 2018, research methods options were expanded to accommodate education students.	Self-study initiated in March 2015, which will be updated in Spring 2022
AS Medical Laboratory Technology	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/medical-laboratory-technology/details/	Capstone (Clinical Practicum) National certification exam ASCP certification (American Society of Clinical Pathologists) Graduate survey Employer evaluation survey	Annually by the program faculty, Academic Coordinator, and College Dean	Curriculum changes/proposed changes: A Clinical Immunology course proposal is in progress to address the historically lowest scoring area of the board of certification exam. Discussing possibility of a second clinical microbiology course to substitute general microbiology and add additional time to teach the large amount of clinical microbiology/increase molecular theory.	October 2016
Mental Health and Human Services	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/mhhs/details/	Completion of HUS 470 Field Placement; Graduate survey; Employer survey; Tracking the passing of state level licensing exams	Annually by the program faculty, Academic Coordinator, and College Dean	Revamped core curriculum using information from Learning Outcomes data. Applied for and received national accreditation from the Council for Standards in Human Service Education (CSHSE). Curriculum changes.	Internal Review 2019 External Review 2020
Graduate Certificate in Substance Use Disorders (Started in Fall 2020)	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/mhhs/gcsud/	Successful completion of the Certified Clinical Supervisor (CCS) (training/course) to apply for state level licensure; Graduate survey; Tracking the passing of state level licensing exams	Annually by the program faculty, Academic Coordinator, and College Dean	Program began in Fall 2020 in response to the needs for additional trained personnel to provide substance use counseling to people across Maine and beyond. Changed admissions process and course prerequisites in 2022 to allow students to enter program in September or January. Initially admission was only in January. Course prerequisites updated so a student can now completed certificate in 1 year (2 courses x 3 semesters), our original schedule, OR 2 years (1 course x 6 semesters).	To be determined

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Music	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/nursing/rn-bsn/details/	Successful Completion of MUS 141 lower level jury, MUS 346 Junior Jury or Portfolio, MUS 448 Senior Jury or Portfolio, Capstone: MUS 435W Senior Seminar in 20th and 21st Century Music.	Annually by the program faculty, Academic Coordinator, and College Dean	We re-vamped our checksheet after our 2017 External Review and internal data collection to include the four previous concentrations, (music education, performance, composition, audio recording) on one checksheet. Having only one checksheet has improved graduation rates and has improved students successful pass rate on juries.	Internal Review 2021 External Review Spring 2022
BS Nursing: 2 Tracks: pre licensure (PL) and RN to BSN *Applies only to PL-BSN **Applies only to RN-BSN	UMA Catalog, program review binder, Student Program Handbook, and the program website at https://www.uma.edu/academics/programs/nursing/bsn/details/	Senior Practicum Exit Exam NCLEX (National Council Licensure Examination)* Nurse preceptor evaluation of student performance in clinical Senior Seminar** Program survey Graduate survey Employer survey	Annually by the program faculty, Academic Coordinator, and College Dean	Ongoing development of courses built on concept based curriculum as NUR program is rolled out* Ongoing development of courses built on concept based curriculum as NUR program is rolled out* Final courses to be offered Spring 2022 with first graduating cohort from PL track * Ongoing review of progression to determine appropriate pre and co requisites to insure smooth progress through program with minimal obstacles* Curriculum changes: development of holistic externship as an elective NUR394	Fall 2019* Fall 2019* Focused visit completed Fall 2021 visiting committee made no recommendations stating all criteria were met. Awaiting final approval from ACEN
Public Administration	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/public-administration/	Capstone course Graduate survey Graduate school acceptance Internship supervisor feedback	Annually by the program faculty, Academic Coordinator, and College Dean	After consultations with the faculty in English and Math, curriculum modifications designed to improve graduates' analytical skills and writing ability. Specifically, more emphasis on writing, and redesigned assignments in the Research Methods course.	Self-study completed in May 2020, which will be updated in Spring 2022
Social Science	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/social-science/details/	Capstone course Graduate survey	Annually by the program faculty, Academic Coordinator, and College Dean	As of Fall 2021: Streamlined degree requirements, allowing more flexibility for transfer students. Updated, removed, and added new concentrations. Added new Project Planning course (SSC 390) to extend Capstone experience to six credits over two semesters.	Self-study in Spring 2021 External Review in Fall 2021
Graduate Certificate in Trauma-Informed Emergency Management (Started in Fall 2021)	UMA Catalog, Program review binder, and on the web at https://www.uma.edu/academics/programs/tem/	Graduate survey	Annually by the program faculty, Academic Coordinator, and College Dean	The program is brand new and monitoring student progress.	To be determined
Veterinary Technology	UMA Catalog, Program review binder, and the program website at https://www.uma.edu/academics/programs/veterinary-technology/details/	National exam Completion of skills book as required by AVMA	Annually by the program faculty, Academic Coordinator, and College Dean	Additional emphasis placed on topics in which students tend to score lower on the national exam	October 2019

University of Maine at Farmington

Category	(1)	(2)	(3)	(4)	(5)
At the institutional level:					
For general education if an undergraduate					
Actuarial Science	https://www.umf.maine.	Comparing UMF passing rates for actuarial	Faculty in the program.	The development of various TEC modules	Not yet reviewed. Program was formally
Biology	https://www.umf.maine.	Grades of C- or higher in all science courses	Faculty in the program.	Course requirements and electives have	Spring 2022 (self-study completed)
Business Economics	https://www.umf.maine.	Capstone course projects, grade of C- or	Faculty in Business and Economics	Previous Assessment report noted	Due for program review '22-'23
Community Health Education	https://www.umf.maine.	Grades of C- or higher in all major courses; a	Faculty in the program.		
Community Health Education: School Health	https://www.umf.maine.	Grades of B- or better in all professional	The faculty in Education and School Health	Course content has been modified to meet	Spring 2018
Computer Science	https://www.umf.maine.	Capstone course	Faculty in the program	Course offerings have changed to adapt to	2019
Creative Writing	https://www.umf.maine.	Indirect Assessment: Portfolio Review and	Faculty in the program	The program has conducted exit interviews,	Currently ongoing
Early Childhood Education	https://www.umf.maine.	Grades of B- or better in all professional	Faculty in the program review evidence	Faculty are currently using data to assist in	Spring 2018
Early Childhood Special Education	https://www.umf.maine.	Grades of B- or better in all professional	Faculty in the program review evidence	Faculty are currently using data to assist in	Spring 2018
Earth and Environmental Sciences	https://www.umf.maine.	Grades of C- or higher in all science courses	Faculty in the program.	Course requirements and electives have	Spring 2021
Elementary Education	https://www.umf.maine.	Grades of B- or better in all professional	Faculty in the program review evidence	Faculty are currently using data to assist in	Spring 2018
English	https://www.umf.maine.	The English Program collects student	faculty in the program	Instructors at all levels of the program will	2020
Geography and Environmental Planning	https://www.umf.maine.	Capstone project/presentation review	Faculty in the program review using projects	Curricular changes to emphasize research	2022
History	https://www.umf.maine.	Capstone course sequence	All faculty in the program	Changes to senior capstone to emphasize	2018
Interdisciplinary Studies: Anthropology	https://www.umf.maine.	Capstone course	All faculty in the program	New courses have beem added to reflect	
Interdisciplinary Studies Business Psychology	https://www.umf.maine. edu/accountability/learning-goals/	Capstone course sequence (BUS 491 and PSY 400) Grade of C- or better in all Business Courses	Faculty in the program	the program is currently undergoing revision as part of the 4 to 3 credit transition	
Interdisciplinary Studies: Environmental Science	https://www.umf.maine. edu/accountability/learning-goals/	Grades of C- or higher in all science courses and their prerequisites	Faculty in the program.	This program currently has zero marketing presence and thus few students, so we are drafting a public web page that will feature it as a smaller alternative to the Earth and Environmental Science program, suitable for students who transfer in late or who also want a second major or a minor or a certificate	Spring 2024
Interdisciplinary Studies: Philosophy/Religion	https://www.umf.maine. edu/accountability/learning-goals/	Indirect and Direct Assessment: Student Exit Interview following a faculty-led assessment of entry- and exit-level artifacts from each student.	faculty in the program	Program is collecting data across a number of years before implementing specific changes. Data collection hampered by size of the program.	2014
Interdisciplinary Studies: Web Media & Design	https://www.umf.maine. edu/accountability/learning-goals/	Students have 2 Capstones: ART 420 and 430, and are expected to take part in the annual Senior Exhbit during their final semester.	faculty in the program	We have changed the curriculum to include user experience design, and COS courses that directly relate to web/digital product development. We are currently in revision as part of the 4 to 3 transition.	We have never had an official program review, but have been actively engaged in the assessment and review process. for the past 3 years.
International and Global Studies	https://www.umf.maine. edu/accountability/learning-goals/	Capstone requirement; grade of C- or higher for courses to count toward the major; exit interviews and focus groups conducted prior to pandemic.	Faculty in the program and members of the International & Global Studies Council (composed of IGS faculty)	We developed S and H versions of the introductory course. We built in more flexibility for the study away/international experience requirement (e.g. internships, VGE courses, travel courses, etc.) and for the language requirement (option to take two languages).	2022 (self-study complete)
Mathematics	https://www.umf.maine. edu/accountability/learning-goals/	Alumni surveys, student success in graduate programs	Faculty in the program interpret the evidence as it is received	Increased encouragement and support of student internship opportunities; providing a wider variety of statistics and technology courses	Spring 2016. The next review will be during the 2023-2024 academic year.
Outdoor Recreation Business Administration	https://www.umf.maine. edu/accountability/learning-goals/	Capstone Course	Faculty in the program	As part of the three credit transition, changes in the capstone course and adjustments to the internship experience will be implemented.	Due 2022-2023
Performing Arts: Arts Administration	https://www.umf.maine. edu/accountability/learning-goals/	Final Project	Faculty in the program	(1) Better defining (and thus raising the standard) of required skills that need to be acquired prior to beginning the Final Project; (2) Better coordination of the students' academic background with the topic and modality of their final projects; (3) We are currently considering an annual review of majors to better organize progress towards the Project.	2022
Performing Arts: Music	https://www.umf.maine. edu/accountability/learning-goals/	"	"	"	"
Performing Arts: Theatre	https://www.umf.maine. edu/accountability/learning-goals/	"	"	"	"
Philosophy/Religion	https://www.umf.maine. edu/accountability/learning-goals/	Hold exit interviews with graduating seniors, including a comparison of the first paper submitted for a PHI or REL course with the last.	Faculty in the program interpret evidence	We usually feel pretty good about what the graduates tell us. One year we had a graduating senior whose last paper was not as good as his first, and we realized we needed to keep emphasizing and explaining both the need and the technique for citing sources. Since then (that's maybe five years ago, or more) we haven't had any exit interview that gave us any discouragement about the job we're doing.	Spring 2014
Political Science	https://www.umf.maine. edu/accountability/learning-goals/	Capstone course/project, student success, advisor meetings with students	Faculty in the program interpret evidence	Increased emphasis on student internships as an alternative to capstone course, review of course assignments	Spring 2015, program review scheduled for next year (2022-23)
Psychology	https://www.umf.maine. edu/accountability/learning-goals/	We have three required courses that students have to pass: PSY 284 Professional Seminar focused on Psychology writing; PSY 400 Research Methods focused on learning how to design and implement a study, analyze the findings using statistical software, and prepare a manuscript with an introduction, method, and discussion; PSY 484 our capstone course in which students read approximately 12 books in the field of psychology and apply the learning from their courses during their bachelor's to discussion-based activities.	Faculty in the program interpret evidence	We introduced PSY 284 Professional Seminar after finding that many students in PSY 484 Senior Seminar were lacking writing skills. We will be dividing PSY 400 Research Methods into two classes, PSY 400 Research Methods and PSY 401 Research Laboratory because of the time and attention required both for professors teaching the class and students taking it.	Spring 2022 Program Review
Rehabilitation Services	https://www.umf.maine. edu/accountability/learning-goals/	Grades of B- or better in all major requirements and MHRT courses; a cumulative GPA of 2.5 or higher.	Faculty in the program	1) Development of an Employment Specialist certification, 2) emphasis on developmental and intellectual disability, 3) specializations in 4 distinct areas (Mental Health, Social Justice, Developmental and Intellectual disability, and Addiction), 5) development of a collaborative path to the ADC exam (with UMA), and an increased focus on diversity, equity, and inclusion.	
School Health Education: Physical Education Concentration	https://www.umf.maine. edu/accountability/learning-goals/	Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption that cannot be in practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; A cumulative GPA of 2.75 or higher.	There is no data available yet because this program admitted its first group of students in Spring 2021.The faculty in Education and School Health Education will review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.	This is a new program that had a soft launch in Spring 2021. Faculty have made modifications to discipline-based content and course requirements based on professional standards and proposed certification requirements.	New Program-Not yet reviewed. Will be reviewed Fall 2024

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Secondary Education: English	https://www.umf.maine.edu/accountability/learning-goals/			Based on data/evidence, we have implemented some changes and due to the 4-3 conversion are in the midst of others. We have created more program flexibility and options for electives for our students, eliminating several required EDU courses and offering students electives instead. Students therefore have more choice in what EDU courses they take. We have more fully developed the English Learner minor/certificate (adding a minor where before there was just a certificate). Students having elective course choices as well as our hiring of a faculty member with EL expertise have supported these efforts. Due to the changing nature of schools, more students wish to gain experience in working with ELs, so this has been a well received addition. On the concentration side, we have reevaluated the courses students take in their concentration, trying to create both more flexibility (more room for electives and choice of areas of study) and also making sure there is adequate rigor in the concentration courses students take. We continue to work on various ways to create more field experiences for our students.	Spring 2018
		Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption in each category that cannot include practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; A cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.		
Secondary Education: Mathematics	https://www.umf.maine.edu/accountability/learning-goals/			Based on data/evidence, we have implemented some changes and due to the 4-3 conversion are in the midst of others. We have created more program flexibility and options for electives for our students, eliminating several required EDU courses and offering students electives instead. Students therefore have more choice in what EDU courses they take. We have more fully developed the English Learner minor/certificate (adding a minor where before there was just a certificate). Students having elective course choices as well as our hiring of a faculty member with EL expertise have supported these efforts. Due to the changing nature of schools, more students wish to gain experience in working with ELs, so this has been a well received addition. On the concentration side, we have reevaluated the courses students take in their concentration, trying to create both more flexibility (more room for electives and choice of areas of study) and also making sure there is adequate rigor in the concentration courses students take. We continue to work on various ways to create more field experiences for our students.	Spring 2018
		Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption in each category that cannot include practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; A cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education		
Secondary Education: Science	https://www.umf.maine.edu/accountability/learning-goals/			Based on data/evidence, we have implemented some changes and due to the 4-3 conversion are in the midst of others. We have created more program flexibility and options for electives for our students, eliminating several required EDU courses and offering students electives instead. Students therefore have more choice in what EDU courses they take. We have more fully developed the English Learner minor/certificate (adding a minor where before there was just a certificate). Students having elective course choices as well as our hiring of a faculty member with EL expertise have supported these efforts. Due to the changing nature of schools, more students wish to gain experience in working with ELs, so this has been a well received addition. On the concentration side, we have reevaluated the courses students take in their concentration, trying to create both more flexibility (more room for electives and choice of areas of study) and also making sure there is adequate rigor in the concentration courses students take. We will also have two distinct Science tracks going forward - Physical Science and Life Science. We continue to work on various ways to create more field experiences for our students.	Spring 2018
		Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption in each category that cannot include practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; a cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.		
Secondary Education: Social Studies	https://www.umf.maine.edu/accountability/learning-goals/			Based on data/evidence, we have implemented some changes and due to the 4-3 conversion are in the midst of others. We have created more program flexibility and options for electives for our students, eliminating several required EDU courses and offering students electives instead. Students therefore have more choice in what EDU courses they take. We have more fully developed the English Learner minor/certificate (adding a minor where before there was just a certificate). Students having elective course choices as well as our hiring of a faculty member with EL expertise have supported these efforts. Due to the changing nature of schools, more students wish to gain experience in working with ELs, so this has been a well received addition. On the concentration side, we have reevaluated the courses students take in their concentration, trying to create both more flexibility (more room for electives and choice of areas of study) and also making sure there is adequate rigor in the concentration courses students take. We continue to work on various ways to create more field experiences for our students.	Spring 2018
		Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption in each category that cannot include practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; a cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.		
Special Education	https://www.umf.maine.edu/accountability/learning-goals/	Grades of B- or better in all professional education courses, with the possibility of one exemption that cannot be in practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; a cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.	The Special Education Program (SED) initiated a number of program changes as a result of feedback from focus groups and course evaluations. A Special Education Minor was proposed and approved for all UMF majors. Because of a shortage of Special Educators in the state of Maine, the minor provides graduates from other major disciplines an alternate pathway for Special Education Teacher certification. The 20-credit minor has an application process for acceptance, and program participation numbers will be carefully monitored.	Spring 2018
Visual Art	https://www.umf.maine.edu/accountability/learning-goals/	Grades of C- or higher in all major courses; a cumulative GPA of 2.5 or higher. We have a two semester capstone seminar that includes professional practice, portfolio development. We advise and mentor students and opften assist with graduate application processes.	Faculty in the program		Spring 2017
World Languages Teacher Education	https://www.umf.maine.edu/accountability/learning-goals/	Grades of B- or better in all professional education and concentration courses, with the possibility of one exemption that cannot be in practicum; Successful completion of English Composition with a grade of C or better; successful completion of the Teacher Candidate Dispositions and Professional Expectations Assessment; successful completion of student teaching; successful completion and presentation of the Maine Standards for Initial Teacher Certification Standards portfolio; a cumulative GPA of 2.75 or higher.	Education faculty review the findings prepared by the director of teacher education accreditation. Faculty also have access to all raw data for deeper review. The director of teacher education accreditation disseminates the findings from each assessment throughout the year as each one is analyzed. Faculty are provided with aggregated and disaggregated data so that they can review data from across the teacher education unit and their program.	We are working to increase opportunities for WL students to take as many of their language classes at UMF as possible. We are nevertheless continuing to try to strengthen our connections with the other campuses that our students must take language classes through (online classes). We also continue to try to coordinate connections between the WL program and other affiliate programs such as International and Global Studies, or minors like the English Language Learner minor, which many WL students choose to add to their program.	Spring 2018; working with the Global Education program to do a review in spring 2022

University of Maine at Fort Kent

	E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT				
	OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS				
CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
UNIVERSITY OF MAINE AT FORT KENT					
Nursing	Catalog, web, syllabi - https://catalog.umfk.edu/preview_program.php?catoid=6&poid=638&returnto=305	Portfolio, licensure examinaiton, standardized test results	Faculty, data reviewed monthly during the academic year; annual advisory council meetings	Addition of program outcome on clinical judgment, emphasis on NCLEX success	2012; upcoming visit in November 2022
Behavioral Science	Web:https://www.umfk.edu/behavioral/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=605&returnto=305	Portfolio, licensure as appropriate, internship	Faculty review data annually and as needed, biannual advisory council meetings	Advising survey administered to students, increased career planning; MHRT/C and AA in Human Services offered online to meet state workforce needs; substance abuse concentration developed to meet workforce needs, currently curriculum mapping and revising/updating program goals	2015-2020 Five-year program review completed Spring 2021, external consultant review. Next review due 2025
Mental Health Rehabilitation Technician - Community (MHRT/C) Certificate	Web: https://catalog.umfk.edu/preview_program.php?catoid=3&poid=424&returnto=163	Certification through CFL Muskie	Faculty review data annually and as needed, biannual advisory council meetings	New program, revised frequency and length of course offerings	2015-2020 Five-year program review completed Spring 2021, external consultant review. Next review due 2025
General Education	Catalog: https://catalog.umfk.edu/content.php?catoid=6&navoid=300	Gen ed portfolio	Gen ed committee	Curently reviewing gen ed artifacts and outcomes	2021-2022
Bachelor of Arts & Sciences (BAS)	Website: https://www.umfk.edu/arts-and-sciences/program/ & Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=603&returnto=305	Completion of 120 semester hours of credit. Completion of at least 45 semester hours of upper level credits (course numbers 300 and above) and in each of which the student shall have earned the grade of "C" or better. Completion of General Education Requirements At least 30 semester hours must be completed at the University of Maine at Fort Kent or through UMFK programs.	Professional advisor, and Faculty advisor if applicable (dependant on selected course of study). Registrar's office confirms degree requirements are met. Annual reports are also generated each year as a means to assess the data.	The addition of an accelerated graduate pathway with MaineLaw (3+3)	N/A
BS in Biology	Website: https://www.umfk.edu/biology/program/ & Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=608&returnto=305	a) a capstone senior project (written project report, public oral presentation, and final grade); b) a general knowledge exam of topics in biology and environmental studies (prepared by environmental studies and biology faculty); c) a performance evaluation for an internship by the internship supervisor (if applicable)	Biology/ Environmental Studies Program Lead and program full-time faculty. The group meets monthly during the academic year, and discussions routinely include course modifications and ideas for program improvement. Information shared with Unit Chair and Division Dean. Meetings to discuss SLOs typically occur once per year. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	Program was revised in 2016-2017 and the program continues to review curriculum and suggest possible changes. Program is being considered for a 1-year admissions suspension to revitalize (suspend enrollments 2022-2023).	2016-2017
BS in Business Management	Website: https://www.umfk.edu/bus/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=613&returnto=305 Online Degree Completion Track: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=700&returnto=305	Capstone Course, internship evaluation by the employer and student portfolio	The Program Lead reviews the results with the program fulltime faculty and the Professional Management Advisory Board, which is made up of executives in the community and program faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5-7 years.	Updated curriculum, new self design concentration, new online degree completion track, and the addition of a self-design concentration and an accelerated graduate pathway with MaineLaw (3+3)	2021-2022

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

BS in Computer Applications	Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=684&returnto=305	Capstone e- portfolio, Internship Evals	The Program Lead reviews the results with the program fulltime faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	Updated curriculum, new degree name, new self design concentration	2020-2021
BS in Conservation Law Enforcement	Website: https://www.umfk.edu/conservation/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=621&returnto=305	Comprehensive evaluations, analytical reports, internship evals	The Program Lead reviews the results with the program faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years. Additionally, the CLE Program faculty will periodically interface with appropriate agencies and discipline subject matter experts to ensure current industry standards are being met within the offered curriculum.	New concentration, Natural Resources, added fall 2020. New courses added to curriculum.	Program has not been formally reviewed since its inclusion in fall 2016. Formal review was scheduled for 2021-2022, but delayed to 2022-2023 due to faculty position vacancy.
BS in Cybersecurity	Website: https://www.umfk.edu/security/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=624&returnto=305	Portfolio, internship evals (when applicable)	The Program Lead reviews the results with the program fulltime faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	Program curriculum was reviewed and managed by a consortium of UMS institutions until it's last review in 2018-2019, when accreditation was lost. No program changes have been pursued since. Program is being considered for a 1-year admissions suspension to revitalize (suspend enrollments 2022-2023).	2018-2019
BA in English	Website: https://www.umfk.edu/english/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=630&returnto=305	Capstone and e-portfolio	The Program Lead reviews the results with the program fulltime faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	New, Applied Communications concentration & minor implemented fall 2019. Program faculty had a failed attempt to collaborate with a sister institution on a shared program. Attempts have/ are being made to revitalize the curriculum. Program is being considered for a 1-year admissions suspension to revitalize (suspend enrollments 2022-2023).	2018-2019; however, a formal review was not performed as the program has been under threat of suspension since 2017-2018.
BS in Environmental Studies	Website: https://www.umfk.edu/environmental/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=637&returnto=305	a) a capstone senior project (written project report, public oral presentation, and final grade); b) a general knowledge exam of topics in biology and environmental studies (prepared by environmental studies and biology faculty); c) a performance evaluation for an internship by the internship supervisor (if applicable)	Environmental Studies/ Biology Program Lead and program full-time faculty. The group meets monthly during the academic year, and discussions routinely include course modifications and ideas for program improvement. Information shared with Unit Chair and Division Dean. Meetings to discuss SLOs typically occur once per year. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	Program SLOs and curriculum updated after 2020-2021 program review, which includes the elimination of former concentrations, and the addition of a self-design concentration and an accelerated graduate pathway with MaineLaw (3+3). Implementation of changes effective fall 2022	2020-2021
BS in Rural Public Safety Administration	Webiste: https://www.umfk.edu/safety/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=641&returnto=305	Capstone, internship evaluations, and student portfolio.	The Program Lead reviews the results with the program faculty. Information is then shared with Unit Chair and Divsion Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed, including a self-study and external reviewer, approximately every 5 years.	Changes to courses; adjustments over the years to the SLO's: added stronger writing and research content. Case/ Research Paper, Article reviews or case studies as directed by the Professor. Requested a program name change in 2020-2021 to Criminal Justice to improve recruitment (research indicates that Criminal Justice is most searched by potential students), which was denied.	2013-2014. Formal review was scheduled for 2021-2022, but delayed to 2022-2023 due to faculty position vacancy.
AA in General Studies	Website: https://www.umfk.edu/general-studies/program/ Catalog: https://catalog.umfk.edu/content.php?catoid=6&navoid=305	E-portfolio, capstone/research project (when applicable; varies by concentration)	Professional advisor, and Faculty advisor if applicable (dependant on selected course of study). Registrar's office confirms degree requirements are met. Program faculty of specific concentrations continuously review curricular for relevance. Annual reports are also generated each year as a means to assess the data.	For concentrations, curriculum is updated when changes are made to the Bachelor's degree and/or minor; refer to those changes.	Review varies depending on the concentration track; review is paired with the corresponding Bachelor program review (e.g. AA-Accounting track is reviewed when the BS in Business Management program is reviewed). The last review was in 2015-2016 for the Behavioral Science and Human Services tracks.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Program	Website/Catalog	Assessment Measures	Review Process	Changes Made	Year
AS in Applied Forest Management	Website: https://www.umfk.edu/forestry/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=663&returnto=305	Capstone project, multiple in depth reports, topic & field exams, alumni survey (voluntary, not required). There are 21 SLOs with specific measures for each outcome.	Forestry faculty meet at the end of the spring semester to review results and discuss course/program changes based on how well SLO's were met for the year. Information is also shared with the AFM advisory board to solicit additional feedback. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed during it's accreditation cycle, which is every 10 years.	Course name change from Map and Air Photo and Interpretation (FOR 242) to Map and Lidar Interpretation; change reflects the changing direction of remote sensing in Maine. Forest Protection II (FOR 330) laboratory time increased by eight hours to accommodate an annual field trip. The First Year Experience (HUM 102) course has been removed from the AFM program and some of the content of the course moved to Introduction to Forestry (FOR 100) which increased from three to four credits to reflect the increase in course content. Removal of Forest Measurements (FOR 291) from the AFM curriculum and the course content distributed to Forest Mensuration (FOR 290), with an increase of 3 to 4 credits, and Forest Inventory and Analysis (FOR 332), with an increase from 2 to 3 credits.	2017-2018
AS in Information Security	Website: https://www.umfk.edu/security/program/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=665&returnto=305	E-portfolio, capstone projects in each course	The Program Lead reviews the results with the program fulltime faculty. Information is then shared with Unit Chair and Division Dean. Annual reports are also generated each year as a means to assess the data. Program is fully reviewed along with the BS in Cybersecurity, including a self-study and external reviewer, approximately every 5 years.	Program curriculum was reviewed and managed by a consortium of UMS institutions until it's last review in 2018-2019, when accreditation was lost. No program changes have been pursued since. Program is being considered for a 1-year admissions suspension to revitalize (suspend enrollments 2022-2023).	2018-2019
Information Security Certificate	Website: https://www.umfk.edu/programs/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=682&returnto=305	Course level assessment and advancement	The Program Lead reviews the results with the program fulltime faculty. Information is then shared with Unit Chair and Division Dean. Program is fully reviewed along with the BS in Cybersecurity, including a self-study and external reviewer, approximately every 5 years.	Program curriculum was reviewed and managed by a consortium of UMS institutions until it's last review in 2018-2019, when accreditation was lost. No program changes have been pursued since. Program is being considered for a 1-year admissions suspension to revitalize (suspend enrollments 2022-2023).	2018-2019
Geographic Information Systems (GIS) Certificate	Website: https://www.umfk.edu/programs/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=680&returnto=305	Course level assessment and advancement	Forestry faculty in conjunction with Unit Chair and Division Dean regularly review course content to ensure relevancy.	N/A	N/A
Healthcare Management Certificate	Website: https://www.umfk.edu/programs/ Catalog: https://catalog.umfk.edu/preview_program.php?catoid=6&poid=681&returnto=305	Course level assessment and advancement	Business Management faculty in conjunction with Unit Chair and Division Dean regularly review course content to ensure relevancy.	N/A. Certificate program is being considered for suspension.	2021-2022 (informal review)
Education (2+2 Transition Program) History & Political Science (2+2 Transition Program) Accelerated Graduate Pathway w/MaineLaw (3+3 Transition Program)	https://www.umfk.edu/programs/	N/A; the sister institution (UMPI or MaineLaw) will be the degree awarding institution	MOUs will be reviewed regularly by appropriate faculty/adminstration and updated as neccessary	N/A; the sister institution (UMPI or MaineLaw) will be the degree awarding institution	N/A; the sister institution (UMPI or MaineLaw) will be the degree awarding institution
BAS in Bachelor of Arts and Sciences	https://www.umfk.edu/bus/	Capstone Course, internship evaluation by the employer and student portfolio	The Program Coordinator reviews the results with the faculty and the Professional Management Advisory Board, which is made up of executives in the community and program faculty.	Updated curriculum, self design concentration, new degree track degree completion	22/23
BA in History and Political Science	http://www.umfk.edu/computer_app lications/cos/	Capstone e- portfolio Graduate Survey Internship Evals	Prog. Coord. Division Chair	Updated curriculum, self design concentration	21/22
AA in Allied Health	https://catalog.umfk.edu/preview_program.php?catoid=6&poid=651&returnto=305	Clinical skills check off; certifications: PSS, CNA	Program faculty	Students may opt to pursue EMT or not	N/A
BA in Allied Health	https://catalog.umfk.edu/preview_program.php?catoid=6&poid=604&returnto=305	Portfolio	Program faculty	Amend NUR 456 requirements and portfolio as needed for BA in allied health students	N/A

Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the NECHE website: www.NECHE.org) for more information about completing these forms.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

University of Maine at Presque Isle

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:	http://catalog.umpi.edu/				
For general education if an undergraduate institution:	Online catalog http://catalog.umpi.edu/content.php?catoid=4&navoid=153#general-education-curriculum	4 point rubric score from direct assessment of students' attainment within program courses, students' self-assessment from course evaluation surveys,	Allen, Lea	GLOs are being edited; GenEd revision started with support from Davis Foundation grant monies	2020
Accounting, BA	Online Catalogue http://catalog.umpi.edu/preview_program.php?catoid=4&poid=435&returnto=155	course outcomes directly aligned with program outcomes	Emery, Stacey	Program in inaugural stage.	N/A Required review in 2024
Agricultural Sci & Agribusiness, BS	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=338&returnto=154	Agriculture faculty	Agriculture faculty	Program in inaugural stage.	N/A Required review in 2024
Applied Art, AA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=344&returnto=155		Art Faculty	Curriculum based on Art B.F.A. program	2013
Applied Science, B.A.S.	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=343&returnto=155	Student based program outcomes	N/A	Student based program outcomes	N/A
Art, BA	Program is in elimination stage	N/A	N/A	None. Program is being eliminated as students are more interested in the B.F.A. Program	N/A
Art, BFA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=339&returnto=155	Outcomes are not currently published or measured as new outcomes are being developed to better fit students' professional needs.	Faculty	None. Program development has recently been driven by changes in student professional interests.	Summer of 2013

Biology, BA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=346&returnto=154		Johnston, Jason		Fall of 2010
Bus Admin, BA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=350&returnto=155	course outcomes directly aligned with program outcomes	Emery, Stacey	An acitive advisory board was created to ensure that we are best serving our students and employers. More emphasis has been placed on Professional Demeanor.	2022
Computer Science	Program outcomes in development	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses	Strickland, Fred	Program in inaugural stage	N/A. Full review required 2024.
Criminal Justice, AA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=354&returnto=155 *This weblink needs to be updated with Mission and Outcomes rather than just course list	4 point rubric score from direct assessment of students' attainment within program courses, students' self-assessment from course evaluation surveys	Leduc, Lisa	Changes derived from by Criminal Justice B.A. degree development.	2019-2020
Criminal Justice, BA	Online Catalog http://catalog.umpi.edu/preview_program.php?catoid=4&poid=341&returnto=155	4 point rubric score from direct assessment of students' attainment within program courses, students' self-assessment from course evaluation surveys, capstone senior program portfolios	Leduc, Lisa	Portfolios within Capstone course led to addition of a required ethics course and introductory theory course. Also removal of required SWK Multiculturalism course as LO was sufficiently covered in Program courses	2019-2020
Cybersecurity, BS	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=433&returnto=155	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses	Strickland, Fred	Program in inaugural stage	N/A. Full review required 2024.
Drug Policy & Interven, Certificate	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=426&returnto=155	4 point rubric score from direct assessment of students' attainment within program courses, students' self-assessment from course evaluation surveys	Leduc, Lisa	Addition of Service Learning compenent in CRJ 215 - Drug Policy course	2019-2020

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Elem Education, BS	https://www.umpi.edu/academics/education/program-learning-outcomes/	4 point rubric score from direct assessment of students' level of proficiency aligned to program learning outcomes in MaineStreet; capstone course (EDU 495/ Student Teaching) with required evidence of proficiency in 11 program learning outcomes (tracked in TK20); program outcomes-aligned digital portfolio review, shared in candidacy interview (year 1) and exit interview (year 3). Feedback from PK-12 Advisory Committee.	Margeson, Alana	Mid-program GPA data being pulled to determine which students may need more support and intervention to meet outcomes prior to end of year 3 (exit interviews). Based on portfolios presentations and TK20 evidence in EDU 495, more explicit instruction and support for students related to PLO #5- Innovative Applications of Content- determined to be needed. Advisory Board helped us determine need for reinstatement of EDU 305- Designing and Maintaining Effective Classroom Environments (classroom management) as a stand- alone course.	11/2021
English (Prof Com & Journalism), BA	Online catalog http://catalog.umpi.edu/preview_program.php?catoid=4&poid=340&returnto=154	Course Learning Outcomes and Competencies.	Lowman, Jacqui	We have updated the courses and integrated more experiential and service learning, as well as DEI.	2011
English, BA	Online catalog http://catalog.umpi.edu/preview_program.php?catoid=4&poid=340&returnto=154	4 point rubric score	Hodgkins, Deb	Will be adding a capstone course	2011
Env Science & Sus, BS	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=365&returnto=155	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses	Agriculture faculty	Inaugural Stages	New Program, 2024
Exercise Science , BS	https://www.umpi.edu/academics/exercise-science/student-learning-outcomes/	Capstone course and certification test in selected field	Blackstone, Barb	Updated curriculum to include an elective credits	Spring of 2020
Health Administration, B.S.	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=436&returnto=155	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses	Whiton, Tara	Program in inaugural stage	N/A. Full review required 2024.
History & Pol Science (History), BA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=370&returnto=155	Meetings with students in lieu of survey/questionnaire.	Zaborney, John	Altered format of submissions for some courses.	2021-2022
History & Pol Science (Pol Sci), BA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=370&returnto=155	POS 493 Political Science Capstone Seminar, meetings with students	Zaborney, John	Altered format of submissions for some courses.	2021-2022
Liberal Studies, AA	Student established outcomes	General Education component falls within General Education assessment	Johnston, Jason	Program's changes are driven by general education curriculum	N/A

Liberal Studies, BLS	Student established outcomes	General Education component falls within General Education assessment	Johnston, Jason	Program's changes are driven by general education curriculum	N/A
Math, BS	Online catalog http://catalog.umpi.edu/preview_program.php?catoid=4&poid=373&returnto=155	Student Course Evaluation questionnaire items	Lu, Zhu-qi	Program is responsive to Education B.S. needs. Program recently developed outcomes and commenced with data collection practices.	2012
Medical Lab Technician, AS	https://www.umpi.edu/academics/mlt/goals-and-competencies/	BOC Scores	Belair, Leigh	Intensive training model before students begin clinical praticum. In process, of adding a clinical immunology course and exploring a two-semester clinical micro course.	2016, full review. 2021-5-year interim report to NAACLS
Organizational Leadership, MA	Organizational Leadership Webpage https://www.umpi.edu/yourpace/maol/) and Course Catalogue (http://catalog.umpi.edu/preview_program.php?catoid=4&poid=465&returnto=155	4 point rubric score from direct assessment of students' attainment within program competencies	Susan Chang in collaboration with UMPI faculty members	The inaugural session for MAOL was October 2020. The programmatic learning outcomes will be reviewed in 2022. These edits will inform the curriculum map and assessment plan.	N/A Required review in 2024
Physical Education, BS	https://www.umpi.edu/academics/education/program-learning-outcomes/	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses	Saucier, Leo	Mid-program GPA data being pulled to determine which students may need more support and intervention to meet outcomes prior to end of year 3 (exit interviews). Based on portfolios presentations and TK20 evidence in EDU 495, more explicit instruction and support for students related to PLO #5- Innovative Applications of Content-determined to be needed. Advisory Board helped us determine need for reinstatement of EDU 305-Designing and Maintaining Effective Classroom Environments (classroom management) as a stand-alone course.	11/19
Professional Communication, AA	Online catalog http://catalog.umpi.edu/preview_program.php?catoid=4&poid=340&returnto=154	Course Learning Outcomes and Competencies.	Lowman, Jacqui	We have updated the courses and integrated more experiential and service learning, as well as DEI.	2011
Psychology, BA	http://catalog.umpi.edu/preview_program.php?catoid=4&poid=379&returnto=155	Will utilize 4 point rubric score from direct assessment of students' attainment within program courses and research/clinical experience where applicable	New psychology faculty	Biopsychology and Business Psychology concentrations and an online option for the General concentration were added to the program	Spring of 2008

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

PTA, AS	https://www.umpi.edu/academics/physical-therapist-assistant/goals-objectives-outcomes/	National Exam pass rates at 2 year average of 90%, Students passing comprehensive practical exams at the end of each semester, passing terminal clinical experiences (PTA 220 and PTA 225).	Rolon, Chris/Core Faculty/ACCE	Policies and Procedures regarding Clinical Education grading and academic probation (2021).	Spring 2022
Secondary Education - Math, BS	https://www.umpi.edu/academics/education/program-learning-outcomes/	4 point rubric score from direct assessment of students' level of proficiency aligned to program learning outcomes in MaineStreet; capstone course (EDU 495/ Student Teaching) with required evidence of proficiency in 11 program learning outcomes (tracked in TK20); program outcomes-aligned digital portfolio review, shared in candidacy interview (year 1) and exit interview (year 3). Feedback from PK-12 Advisory Committee.	Margeson, Alana	Mid-program GPA data being pulled to determine which students may need more support and intervention to meet outcomes prior to end of year 3 (exit interviews). Based on portfolios presentations and TK20 evidence in EDU 495, more explicit instruction and support for students related to PLO #5- Innovative Applications of Content-determined to be needed. Advisory Board helped us determine need for reinstatement of EDU 305-Designing and Maintaining Effective Classroom Environments (classroom management) as a stand-alone course.	11/2021
Secondary Education, BS	https://www.umpi.edu/academics/education/program-learning-outcomes/	4 point rubric score from direct assessment of students' level of proficiency aligned to program learning outcomes in MaineStreet; capstone course (EDU 495/ Student Teaching) with required evidence of proficiency in 11 program learning outcomes (tracked in TK20); program outcomes-aligned digital portfolio review, shared in candidacy interview (year 1) and exit interview (year 3). Feedback from PK-12 Advisory Committee.	Margeson, Alana	Mid-program GPA data being pulled to determine which students may need more support and intervention to meet outcomes prior to end of year 3 (exit interviews). Based on portfolios presentations and TK20 evidence in EDU 495, more explicit instruction and support for students related to PLO #5- Innovative Applications of Content-determined to be needed. Advisory Board helped us determine need for reinstatement of EDU 305-Designing and Maintaining Effective Classroom Environments (classroom management) as a stand-alone course.	11/2021
Social Work, BSW	https://www.umpi.edu/academics/social-work/student-learning-outcomes/	Junior/Senior Field Evaluations, CSWE Competency Curriculum Based Assessment	Cashman, Jean	Collecting quantitative curriculum assessment data.	Summer 2020
Special Ed Paraprofessional, AA	https://www.umpi.edu/academics/education/program-learning-outcomes/		Margeson, Alana		11/2021

B18

University of Southern Maine

Category	Where are the Learning Outcomes published for this level/program? (please include url)	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)	Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and degree programs)
At the Institutional Level					
General Education (undergraduate programs)	https://usm.maine.edu/core/usm-core-learning-outcomes	Core Curriculum Committee review of all new course proposals in relation to Core learning outcomes and proposed assignments and assessments related to the learning outcomes. Student tracking reports, survey data, and focus groups; faculty surveys and focus groups; direct assessment assignments embedded in the curriculum in slected courses.	Core Curriculum Committee and Assistant Provost for Academic Affairs review data annually.	Significant changes in curricular design and requirements (e.g., implementation of a new writing sequence), curriculum policies, transfer policies and equivalencies (e.g., establishment of new writing requirement transfer equivalents), and assessment approaches (e.g., writing faculty focus groups and plans for direct assessment of student writing products at three levels).	Core Curriculum Committee conducted a program-wide review in 2019-2020.
Degree Programs-- (listed below by College)	https://usm.maine.edu/assessment/student-learning-outcome-statements-academic-department	See below for each program	See below for each program	See below for each program	See below for each program
Category	Where are the Learning Outcomes published for this level/program? (please include url)	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)	Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and degree programs)

College of Arts, Sciences, Social Science (CAHS)

Art Programs--BA-BFA	https://usm.maine.edu/art/overview	Digital portfolio reviews and senior capstone projects (exhibits of work)	Program faculty reviewed assessment results and assessed student competencies online.	Changes were made in the assessment process to address the new online forum of teaching and learning.	2016
Communication-Media Studies-BA	https://usm.maine.edu/communication-media-studies/communication-and-media-studies-learning-outcomes	Class assignments and capstone projects	Program faculty and the CMS Curriculum Committee reviewed the catalog requirements for their majors.	Program and course changes were updated in the catalog; these changes enabled us to develop better assessment instruments for the learning outcomes.	Spring 2015
Creative Writing--MFA	https://usm.maine.edu/stonecoastmfa/overview	Reflection papers and thesis papers	Dept Chair reviewed assessment results using professional judgments.	Course pedagogy changes were made; e.g. we introduced the concept of "ars poetica" earlier in the curriculum so students can use the concept in their own work and examine in other writers.	Summer 2016
Criminology--BA	https://usm.maine.edu/criminology/overview	Capstone projects	Dept Chair reviewed senior seminar projects by examining scored papers.	Due to the quality of the student work, program-level changes are not needed at this time.	Fall 2016

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Economics--BA	https://cms.usm.maine.edu/sites/default/files/assessment/SLOs%20for%20Economics%20Program.pdf	Class assignments, exams, pre-post surveys	Dept Chair reviewed survey information and assessment results using professional judgments.	By completing a rigorous program review process, we have identified changes needed in our curriculum; in addition to changes in our assessment process.	Spring 2021
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
English--BA	https://usm.maine.edu/eng/overview	Focus groups and surveys	Program faculty and a commitee reviewed and interpreted the survey results.	Changes at the course-level were implemented which involved new training and support for faculty teaching in the program.	Spring 2019
History--BA	https://usm.maine.edu/history/overview	Class assignments capstone projects, internships, oral performance, research projects, and surveys	Program faculty have an annual discussion of curricular changes, and will be reviewing assessment results in Spr'22.	Course changes are being planned to HTY 400 after reviewing capstone projects. Modifications are also expected in HTY 200 where program-level outcomes are practiced.	2015-2016
Leadership & Organization Studies- BS and MA	https://usm.maine.edu/leadership/overview	Class assignments, oral performances, reflection essays	Program faculty and a faculty committee reviewed course blueprints, course goals and outcomes, and assessment methods, as part of the program review process.	Course descriptions were updated and are now more reflective of the course learning goals. Revised assessment methods (class assignments) are being implemented this academic year.	2020-2021
Philosophy-BA	https://usm.maine.edu/phi/overview	Class assignments and papers	Program faculty were unable to meet last year due to the pandemic, but plans are being made to review and discuss the assessment results during this academic year.	Program-level changes will include revisiting the assessment plans this year; i.e. including comparing papers of 200 and 300 level courses, examining how students are able to interpret arguments, and having a meeting with students to discuss the research process.	2010
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Political Science--BA	https://usm.maine.edu/pos/outcomes	Class assignments, capstone projects, internship experiences, oral presentations, and research papers	Program faculty and Dept Chair used professional judgments in reviewing the assessment results and survey data.	After this year's self-study report, a curriculum map of the program-level learning outcomes is currently being implemented, in addition to reviewing and updating the assessment methods for each of the outcomes.	2020-2021
Social & Behavioral Science--BA	https://usm.maine.edu/sbs/overview	Class assignments and reflection papers	Program faculty and the Dept Chair used professional judgments in reviewing the assessment data.	Updates were completed on the program-level curriculum map, and plans are underway to refine the program goals, as well as adding an extra goal. In addition, the SBS 370 course was approved to meet the new designation of WRI 3.	2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Sociology--BA	https://usm.maine.edu/sociology/overview	Capstone projects	Program faculty and Dept Chair evaluated rubrics and reviewed qualitative methods. In addition created a formal 3-year program assessment plan.	Course-level changes include a review of the learning outcomes in SOC 210 and 307 this year, and to design assessments to align with the outcomes.	Spring 2021
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Theatre--BA	https://usm.maine.edu/theatre/overview	Artistic exhibition, class assignments, performance assessments, capstone projects, internship, reflection essays, research papers, and student survey information	Program faculty, faculty advisors, and Dept Chair reviewed information (rubrics, scored exams, and survey results) at faculty meetings after completion of productions.	Due to Covid, we plan to re-evaluate our assessment-related activities this year. In addition, we are beginning to address issues of equity, inclusion, diversity, and acesssibility in our curricular material.	Summer 2010
School of Music					
Music Programs--BA	https://cms.usm.maine.edu/sites/default/files/assessment/SLOs%20for%20School%20of%20Music.pdf	Exhibitions, class assignments, performance/portfolio assessments, research papers, and capstone projects	Program faculty, a faculty committee, faculty advisors, and the Dept Chair reviewed assessment results; e.g. examined rubrics, scores on course and comp exams and interpreted survey findings.	Program-level changes included: adding studio classes into the curriculum, expanding music history options to include more diverse music, and more frequent juries each semester.	2013
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**

College of Science, Technology, and Health (CSTH)

Biology--BS-MS	https://usm.maine.edu/bio/overview	Capstone projects, inventories, exams and pre-post tests	Program faculty plan to implement their updated assessment plan this academic year and will schedule time to review assessment results annually.	During the program review process, an updated assessment plan was approved, which included new learning goals and outcomes, the development of assessment methods, and a redesigned curriculum map.	Summer 2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Chemistry--BS-BA Biochemistry-BS	https://usm.maine.edu/sites/default/files/assessment/SLOs%20for%20Chemistry.pdf	Class assignments, capstone projects, exit exams, ACS comp exam, exit interviews, internships, and research papers	Program faculty evaluated rubrics, scored exams, and compiled survey results, and used professional judgments for interpreting those results.	Our results indicated that no action is needed at this time; however, we may begin to examine how to improve the student's ability to write comprehensive lab reports.	Fall 2018
Computer Science--BS	https://cms.usm.maine.edu/cos/mission-statement-department-computer-science	Course-embedded assignments and tests	Program faculty will review assessment results twice a year, and will continue to examine student performance trends.	Changes in assessment procedures are in the process this year; i.e. implementing a new assessment plan and reviewing assessment methods.	Spring 2016
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Engineering--BS	https://usm.maine.edu/engineering/abet-accreditation	Class assignments/exams, capstone projects, exit interviews, employer meetings, oral performance, and student survey information	Program faculty, a faculty committee, Dept Chair, faculty advisors, and the Engineering Advisory Board reviewed assessment results; i.e. qualitative data, rubrics, scored exams, compiled survey results, as well as information from workshops and meetings. Professional judgments were used for making interpretations.	Recent changes included mapping and implementing our required courses to ABET Student Outcomes. Based upon the assessment results, small corrections were made this year in course content and pedagogical adjustments.	2014-2015
Environmental Science--BS Environmental Planning & Policy-BA	https://usm.maine.edu/environmental-science/overview	Class assignments, capstone projects, essays, research projects, internships, and surveys	Program faculty and Dept Chair discussed assessment results at the faculty meetings; i.e. examined student success in ESP courses, and used professional judgments when interpreting the data.	No major changes will be made at this time, due to two faculty members are on-leave this academic year. However, the most recent update included revising the curriculum map to incorporate the new writing-reading-inquiry designation (WR1 2 and WRI 3).	2013
Exercise, Health, Sport Sciences: Athletic Training--BS	https://usm.maine.edu/ehss/program-and-student-outcomes	Class assignments, capstone projects, internships, and survey information	Program faculty and Dept Chair reviewed the assessment results; i.e. examined rubrics, scored exams, qualitative methods, comp exams, and survey data.	Program-level changes included: adjustments in the assessment procedures, course pedagogy, student's out-of-class experiences, and changes in the advising relationships.	2017
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Exercise, Health, Sport Sciences: Exercise Science--BS	https://usm.maine.edu/ehss/program-and-student-outcomes	Class assignments, capstone projects, employer meetings and evaluatins, internships, research papers, and student survey information	Program faculty, a faculty committee, faculty advisors, and Dept Chair examined rubrics, scored exams, comp exam, and survey data.	Program-level changes included: course content and pedagogy were converted to online formats, and implementation of the SPM 481 course into the curriculum. In addition, changes were made in personnel, student's out-of-class experiences, and changes in advising.	2014

Exercise, Health, Sport Sciences: Health Science--BS	https://usm.maine.edu/ehss/program-and-student-outcomes	Class assignments	This academic program has only one faculty who is reviewing course work.	Program-level student learning outcomes are being developed, and currently working on assessment strategies for this Health Sciences major. Some courses are currently being transitioned to an online modality. Reviewing personnel issues.	Currentlly being reviewed, 2022
Exercise, Health, Sport Sciences: Recreation & Leisure Studies--BS	https://usm.maine.edu/ehss/recreation-leisure-studies-resources	Class assignments, capstone projects, licensure exam, exit exam, employer meetings and evaluations, internships, oral performance, portfolio, reflection essays, research papers, and survey information.	Program faculty, a faculty committee, and the Dept Chair reviewed assessment results; i.e. using rubrics, scored exams, comp exams, and compiled survey results. The faculty used professional judgments to interpret the results.	Course-level changes included: instruction updates to align with NCTRC Exam metrics and updates for field supervisors based upon evaluation input. Program-level changes included: creating a student learning handbook, a policy manual for faculty, and the updates to the community partnership agencies.	2018-2019
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i. e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Linguistics--BA	https://usm.maine.edu/linguistics/overview	Capstone projects, comp exams, exit interviews, internships, employer meetings and evaluations, focus groups, portfolios, pre-post tests, and student survey information	Program faculty and Dept Chair reviewed the assessment results at the end of the year, also results were discussed with ASL/English Interpreting Coordinator, ASL Coordinator, and ASL faculty; i.e. examined rubrics, comp exams, pre-post tests, and qualitative methods. The faculty used professional judgments to interpret the results.	Course-level changes and assessment procedures were made due to Covid; that is, ASL courses had to be revised for online learning; and some adjustments are currently being made in the ASL curriculum, which includes linking courses with the ASLA/ASLPI benchmarks.	2018-2019
Math & Statistics--BS-MS	https://usm.maine.edu/math/overview	Class assignments, capstone projects, oral performance, reflection essays, and research papers	Program faculty, the faculty committee, Department cooordinators, and Early College Facilitator reviewed assessment results by examining rubrics and exam scores and professional judgments were used to interpret the data.	When the Math Placement Test changed due to Covid; the exam scoring rubric had to be updated. Additionally, in the past year, prerequisites for upper level math courses were revised, and the Minor program in Math was updated. Changes in couse content are done, as needed, with approval of all the Math faculty.	Spring 2021
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i. e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Physics--BA	https://usm.maine.edu/phy/overview	Pre and Post Assessment in Introductory Lab courses, and ETS Major field tests in Physics	Program faculty and Dept Chair review all assessment results annually.	Course-level changes have been updated, as needed. Our department is currently creating a diversity, inclusion, and equity mission statement.	Summer 2019

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Category	Where are the Learning Outcomes published for this level/program? (please include url)	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)	Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and degree programs)
Psychology--BA	https://usm.maine.edu/psy/overview	Class assignments	Program faculty reviewed assessment results; i.e. examining rubric scores.	No actions are being made at the course-level at this time. Our department is currently undergoing a transition with many faculty retirements, but discussions are happening which include creating a more unified program assessment plan.	Summer 2021
Technology Programs--BS in Applied Technology, Information Technology, Technology Management, CyberSecurity Program	https://usm.maine.edu/tech/overview	Capstone projects, comp exams, and internships	Program faculty and Dept Chair reviewed the assessment results; i.e externally scored licensure/comp exams.	Recent changes include: creation of a curriculum map for the Cybersecurity major, in order to align courses with our CAE-CDE accreditation. In addition, course outcomes were refined to better match the national standards.	Spring 2019: completed our national accreditation for the Cybersecurity degree
School of Nursing					
Nursing Programs--BS-MS-DNP	https://usm.maine.edu/nursing/overview	Class assignments, research projects, porfolios, capstone projects, reflection essays, internships, thesis, exit and certification exams, and student surveys	Program faculty. faculty committee, ad hoc faculty groups, the Chair, faculty advisors, and student interns review assessment results regularly; including examining rubrics, scored exams, qualitative methods, licensure exams, and survey information. Faculty use their professional judgments to interpret the assessment data.	Based upon the assessment results since Covid, recent improvements were made in the areas of student intervention, the course curriculum, and in assessment. That is: 1) we provided more supportive communication to students & increased connections between the current students and the alumni, 2) we redesigned the curriculum in order to integrate virtual simulation and tele-simulation in the clinical labs, 3) we are conducting a review of antiracism and oppression content in the curriculum, and 4) we are reviewing the undergraduate SLO's that are specifically related to the NCLEX pass rate.	2019-2020

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Category	Where are the Learning Outcomes published for this level/program? (please include url)	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)	Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and degree programs)
Occupational Therapy--MS and Doctorate programs	https://acoteonline.org/accreditation-explained/standards/	Course-embedded assignments, fieldwork, and national licensure exam (NBCOT)	Program faculty and Dept Chair reviewed the assessment results; i.e. examined qualitative methods, and the licensure exam scores. Students successfully passed the national (NBCOT) exam. The faculty used professional judgments for interpreting all the data.	Changes were made at the course-level based upon licensure scores; i.e. the pace of the course content, and the student advising was done remotely due to the pandemic. The program-level changes included: altering the admission interview process and updating the website. Assessment changes included: evaluation of all course syllabi to align assignments with accreditation standards.	Spring 2019

College of Management and Human Service (CMHS)

School of Business					
Business Programs--BS-MBA	https://usm.maine.edu/school-of-business/overview	Embedded class assignments and capstone projects	Program faculty and a faculty committee reviewed the assessment results; i.e. examining rubric scores, scored exams, and used professional judgments to interpret the results.	Changes were made in the assessment procedures; i.e. new learning outcomes were developed and approved to match the newly updated mission and curriculum.	Spring 2019

Category	Where are the Learning Outcomes published for this level/program? (please include url)	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)	Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)	What changes have been made as a result of using the data/evidence?	Date of most recent program review (for general education and degree programs)
School of Education					
Teacher Educ Program:BS in Elementary Education	https://usm.maine.edu/school-of-education-human-development/learning-outcomes	Course-embedded assignments, internships, certification exam	Program faculty and Dept Chair and Office of Educator Prep evaluated assessment results using rubric scores, and reviewed Tk20 reports.	Changes in assessment procedures and course-level content and pedagogy include: a greater focus on equity and inclusion, and all students will now engage with school level equity audits.	Spring 2021
Teacher Educ Program-MSED, and Extended Teacher Education Program (ETEP)	https://usm.maine.edu/school-of-education-human-development/learning-outcomes	Course-embedded assignments, internships, certification exam, student survey information	Program faculty and Dept Chair and Office of Educator Prep review assessment results using rubric scores, and reviewed Tk20 reports.	Changes in assessment procedures and course-level content and pedagogy include: a greater focus on equity and inclusion, and all students will now engage with school level equity audits.	Spring 2021

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Special Education Program-MS	https://usm.maine.edu/school-of-education-human-development/learning-outcomes	Class assignments, capstone projects, internship evaluations, and portfolios	Program faculty reviewed assessment data; i.e. used rubrics and professional judgments to analyze and interpret the results.	Program-level changes included: reviewing the courses that require applied student data projects-SED 615, 625, 627; and updating the intervention assignments in courses SED 653 and SED Internship courses.	2014
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
TESOL Program--MSEd	https://online.usm.maine.edu/programs/msed-teaching-english-to-speakers-of-other-languages.aspx	Internships	Program faculty and Dept Chair review assessment results regularly at program meetings.	Recent program-level changes included: converting the TESOL program to an accelerated online program; and aligning all assessments with the standard course outcomes.	2021
Literacy Education Program-MSEd	https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals	Internships and Portfolio Review	Program faculty and Dept Chair review assessment results regularly at program meetings.	Recent changes included: replacing the comprehensive exam with a portfolio assignment.	2021
Counseling Educ Program - MS and CAS	https://usm.maine.edu/counselor-education/accreditation-and-program-outcomes	Comp exams, internship, portfolio, supervisor evaluation, student survey information; in addition to a Candidacy Scale and Disposition Scale for practicum purposes	Program faculty and an Ad hoc faculty group reviewed assessment results; i.e. examined rubrics, compiled survey results, and comp exam scores. The faculty review the student progress regularly in monthly peer supervision meetings. At the most recent faculty retreat in Feb 2021, faculty reviewed the survey results and the key performance indicators of students.	Program changes included: adding content about professional & legal issues to the HCE 640 course, adding a writing assignment to the HCE 668 syllabus, planning to develop an Advanced Skills class, and providing an opportunity for Practicum Supervisors to share resources and skills.	Summer 2017, Retreats in 2020 and 2021
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Educational Leadership--MSEd	https://online.usm.maine.edu/programs/msed-educational-leadership.aspx	Class assignments, capstone projects, exit interviews, internships, portfolios, and reflection essays	Program faculty and Dept Chair reviewed assessment results; i.e. evaluating rubrics and using professional judgments to interpret results.	Currently making changes in the curriculum; i.e. revised curriculum map, updated assessment evidence for each course, and aligned course assessment to outcomes.	Spring 2014

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part a.

Adult & Higher Education Program--MS	https://usm.maine.edu/sites/default/files/assessment/SLOs%20for%20Adult%20Education.pdf	Class assignments, capstone projects, fieldwork evals, portfolio assessments, research paper, and reflection essays	Program faculty, Dept Chair, and student interns reviewed assessment results; i.e. evaluated scoring guides, reviewed qualitative data, and examined compiled survey data.	Changes at the program-level were implemented, which included moving the portfolio requirement to the capstone course and updating the course blueprints; also changes in assessment procedures included developing new program outcomes and creating a mission statement.	2015-2016
Educational Psychology--MS	https://usm.maine.edu/educational-psychology/overview	Class assignments, research papers, group projects, case studies, presentations, and licensure exam	Program faculty and Dept Chair reviewed rubric scores, scored exams, and licensure/comp exam scores.	Course changes are being made to expand learning activities to address diversity and equity, in addition to developing a peer learning support system for students.	Spring 2021
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
School Psychology--MS and PsyD	https://usm.maine.edu/school-psychology/overview	Common class assignments, field experiences,supervisor evals, case studies, dissertation, portfolios, and comp exam	Program faculty and Dept Chair evaluated assessment results; i.e. interviews, scored exams and rubrics, and licensure results.	Assessment procedures were revised to refine competencies and improve reliability. In addition,multiple new assessments were piloted this year.	Spring 2021
Muskie School of Public Service					
Geography-Anthropology--BA	https://usm.maine.edu/geography-anthropology/geography-anthropology-student-learning-outcomes	Class assignments, capstone projects, fieldwork, oral performance, and portfolios	Program faculty, faculty advisors, and Dept Chair reviewed assessment results by examining rubric scores, exam scores, and used professional judgments to interpret the data.	Changes were made in the assessment procedures, course content and pedagogy, and some program policy changes due to Covid.	Fall 2017
Tourism & Hospitality--BA	https://catalog.usm.maine.edu/preview_program.php?catoid=3&poid=393	Pre-Post course assessments, class projects, and internship experiences	Program faculty, Dept Chair, and student interns reviewed the assessment results.	No changes were needed this year since the evidence showed that student learning had significantly increased from last year.	2017
Category	**Where are the Learning Outcomes published for this level/program? (please include url)**	**Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree (i.e. capstone, portfolio review, liensure exam, etc)**	**Who interprets the data/evidence; What is the process? (i.e. annually by faculty or curriculum committee)**	**What changes have been made as a result of using the data/evidence?**	**Date of most recent program review (for general education and degree programs)**
Public Health Program--MS	https://usm.maine.edu/public-health/mph-competencies	Class assignments, capstone projects, fieldwork evals, reflection essays, oral performance, research papers, employer evals, and student survey information	Program faculty, faculty committee,and Dept Chair review assessment results annually; examined rubric and exam scores, and made professional judgments about student reported data.	Changes at the course-level included altering pedagogy in the leadership course. More curricular and assessment changes are expected as we are going through our re-accreditation.	2021-22

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
Option E1: Part b. Inventory of Specialized and Program Accreditation

University of Maine and University of Maine at Machias

Program	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performances indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc)	(5) Date and nature of next scheduled review
University of Maine - College of Education and Human Development					
Athletic Training, B.S.	Commission on Accreditation of Athletic Training Education (CAATE)		The program is currently in good standing with the Commission on Accreditation of Athletic Training Education.	1.) Sponsoring institution must be accredited by an agency recognized by the US Department of Education or Council for Higher Education Accreditation and authorized to provide post-secondary education; 2.) Develop a plan and establish assessment measures for student learning outcomes; 3.) Program director must be a full-time employee of the sponsoring institution with faculty status, rights, and responsibilites defined by institutional policy; 4.) Program delivery and content of core curriculum must include formal instruction of athletic training knowledge, field work, interaction with other medical and health care personnel, clearly written course syllabi, and education must follow a logical progression for increasing amounts of clinically supervised responsibility leading to autonomous practice upon graduation; 5.) Technical standards for completion of program must be clearly defined, published, approved by appropriate institutional representatives; 6.) Financial resources including adequate available resources necessary to meet the program's size and documented mission and outcomes for supplies, maintenance, instruction, operation cost, professional development, and capital costs; 7.) Facilities and instructional resources must be sufficient to deliver the curriculum and must be available for exclusive use for class times; 8.) Operational policies and fair practices must be identified and publicly accessible, program documents must use accurate terminology of the profession; 9.) Student records must maintain appropriate progression through curriculum of program; 10.) All distance learning sites must provide comparable and equally accessible learning and instructional equipment and supplies for classroom and laboratory use.	This undergraduate program will be transitioning to a graduate program, thus it will no longer be reviewed. The graduate program, once approved, will be reviewed by the same agency, CAATE.
Elementary Education, Early Childhood, Secondary Education, Kinesiology and Physical Education, Child Development and Family Relations, Art Education, Music Education; B.S	Before 2015: National Council for the Accreditation of Teacher Education (NCATE) After 2015: Council for the Accreditation of Educator Preparation (CAEP) Maine Board of Education (BOE)	CAEP 2021 BOE 2021	NCATE Board of Examiners Report 2014 Areas for Improvement: 1.3.c What new AFIs are recommended? AFI Data provided for key unit assessments indicated candidates at both the initial and advanced levels, but especially at the initial level, are not able to meet the expectations set for them on identified proficiencies. AFI Rationale The data tables provided by the unit at the time of the onsite visit were organized by program and proficiency. The data were a reflection of a small sample size for each assessment when considering the program and proficiency. The manner the data were presented - by program and proficiency - made for small sample sizes that may have skewed the data. The data provided was not disaggregated so that the team could make judgements about the student performance levels meeting expectations. The Elementary Education programs and Secondary Education programs continue to have multiple proficiencies that have not shown student success rates that are acceptable against several proficiencies as described in 1.1.3. 6.3.c What new AFIs are recommended? AFI Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematically enhanced through effective communication. AFI Rationale Although there are many examples of increased collaboration between the unit and the College of Liberal Arts and Sciences (CLAS), there remain communication issues between specific programs in CLAS and the unit.	1.) Program ensures students develop an understanding of their discipline's content and pedagogical knowledge. 2.) Program ensures effective and high quality clinic practice to prepare students develop knowledge, skills, and professional dispositions. 3.) Program demonstrates that the quality of students is a continuing and purposeful part of its responsibility from recruitment. 4.) Program demonstrates the impact of its completers on P-12 student learning and development. 5.) Program must lastly maintain a quality assurance system comprised of valid data from multiple measure sure as evidence of candidates impact on student learning and development.	CAEP - Fall 2027 BOE - Fall 2027
Literacy Education, Counselor Education, Special Education, Education Leadership, Instructional Technology, Curriculum Assessment, and Instruction, M.Ed.; Teaching, M.S.T.; Education, C.A.S.	Before 2015: National Council for the Accreditation of Teacher Education (NCATE) After 2015: Council for the Accreditation of Educator Preparation (CAEP) Maine Board of Education (BOE)	CAEP 2021 BOE 2021	NCATE Board of Examiners Report 2014 Areas for Improvement: 1.3.c What new AFIs are recommended? AFI Data provided for key unit assessments indicated candidates at both the initial and advanced levels, but especially at the initial level, are not able to meet the expectations set for them on identified proficiencies. AFI Rationale The data tables provided by the unit at the time of the onsite visit were organized by program and proficiency. The data were a reflection of a small sample size for each assessment when considering the program and proficiency. The manner the data were presented - by program and proficiency - made for small sample sizes that may have skewed the data. The data provided was not disaggregated so that the team could make judgements about the student performance levels meeting expectations. The Elementary Education programs and Secondary Education programs continue to have multiple proficiencies that have not shown student success rates that are acceptable against several proficiencies as described in 1.1.3. 6.3.c What new AFIs are recommended? AFI Collaboration between College of Liberal Arts and Sciences and unit faculty is not systematically enhanced through effective communication. AFI Rationale Although there are many examples of increased collaboration between the unit and the College of Liberal Arts and Sciences (CLAS), there remain communication issues between specific programs in CLAS and the unit.	1.) Program ensures students develop an understanding of their discipline's content and pedagogical knowledge. 2.) Program ensures effective and high quality clinic practice to prepare students develop knowledge, skills, and professional dispositions. 3.) Program demonstrates that the quality of students is a continuing and purposeful part of its responsibility from recruitment. 4.) Program demonstrates the impact of its completers on P-12 student learning and development. 5.) Program must lastly maintain a quality assurance system comprised of valid data from multiple measure sure as evidence of candidates impact on student learning and development.	CAEP - Fall 2027 BOE - Fall 2027
University of Maine - College of Engineering					
Bioengineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Mechanical Engineering, Engineering Physics; B.S.	Engineering Accreditation Commission (ECA - ABET)	2018	Bioengineering, Chemical: recieved one concern relating to institutional support due to the strain on staff for further growth. Civil: no concern, weakness, or deficiencies. Electrical, Computer: one weakness related to statistics and math requirements do not appear to be integrated into engineering. Engineering Physics: Weakness in continuous improvement, deficiency in curriculum due to a lack of credits offered related to engineering topics. Mechanical: no concerns, weaknesses, or deficiencies.	General program criteria for engineering programs require eight separate standards. 1.) Student performance must be evaluated and monitored to foster success. 2.) The program must have published program educational objectives that are consistent with the mission of the institution. 3.) The program must have documented student outcomes that prepare graduates to attain the educational objectives. 4.) The program must regularly use appropriate documented processes for assessing and evaluating student outcomes. 5.) The curriculum requirements must specify subject areas appropriate to engineering courses but not prescribe specific courses. 6.) Faculty members must have the competencies to cover all of the curricular areas of the program and be in sufficient number. 7.) Facilities in the program must be adequate to support student outcomes and environment conducive to learning. 8.) Institutional support and leadership must be adequate to ensure the quality and continuity of the program.	2024
Construction Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Survey Engineering Technology; B.S.	Engineering Technology Accreditation Commission (ETAC - ABET)	2021	Construction Engineering Technology: no concerns, weaknesses or deficiencies. Electrical Engineering Technology: one concern with Criterion 4, Continuous Improvement. Mechanical Engineering Technology: one concern with Criterion 8, Institutional Support. Surveying Engineering Technology: one concern with Criterion 4, Continuous Improvement. All four programs accredited to September 30, 2027.	General criteria: 1. an ability to apply knowledge, techniques, skills, and modern tools of mathematics, science, engineering, or technology to solve broadly-defined engineering problems; 2. an ability to design systems, components or processes for broadly-defined engineering technology problems appropriate to program educational objectives; 3. an ability to apply written, oral and graphical communication in broadly-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature; 4. an ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes; 5. an ability to function effectively as a member or leader on a technical team	July 1, 2026 Self study report for reaccreditation due
University of Maine - College of Liberal Arts and Sciences					
Art Education, Art History, Studio Art, B.A.; Studio Art, B.F.A.	National Association of Schools of Art and Design (NASAD)	2020	All art degrees within the program remain in good standing with NASAD.	1.) Institution shall maintain a circular program in studio art or design at various levels according to the needs of its students. 2.) The institution shall offer studies reflecting attention to such areas as art/design history and criticism. 3.) The institution offering post secondary professional education and training programs must offer at least one non-degree curricular program at the undergraduate level requiring at least 30 semester hours or the equivalent, or one non-degree curricular program at the graduate level requiring at least 15 semesters hours or the equivalent. 4.) The institution shall have been in operation for at least three consecutive years and shall maintain its program on a regular academic-year or year-round basis. 5.) The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to offer curricular programs, structure of control, profits or non-profit status, and affiliation, if any, with a parent or sibling organization. 6.) All policies regarding the admission and retention of students shall be clearly defined. 7.) All tuition, fees, and other charges as well as all policies pertaining thereto, shall be clearly described in the institution's published literature. 8.) Faculty members shall be qualified for their specific teaching assignments by educational background and/or professional experience. The institution shall list its faculty in its published literature. 9.) The institution shall provide in its institutional catalog a complete description of each course or program offered. 10.) The institution should develop an appropriate code of ethical standards governing institutional and programmatic practices that recognizes social concerns relevant to quality education. 11.) The institution shall have facilities and equipment adequate to the needs of its educational program. 12.) The institution shall have either library space or holdings adequate for its educational programs, or shall have made arrangements for its students and faculty to have access to appropriate library facilities in the immediate area. 13.) The institution demonstrates commitment to a program of continuous self-evaluation. 14.) The institution shall be licensed or chartered to operate as required by local and state legal codes. The institution shall meet all legal requirements to operate wherever it conducts its activities. 15.) The institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency.	2029/30
Chemistry, B.S.	American Chemical Society (ACS)	2014	Reasons for continuing certification were not identified. Certification began from February 1941.	1.) This institution to the program must be accredited by the respective regional accrediting body, furthermore the administration of the program should rest in a chemistry department organized as an independent unit with control over an adequate budget, faculty selection and promotion, curriculum development, and assignment of teaching responsibilities. 2.) Faculty members are responsible for defining and executing the overall goals of the program. 3.) Faculty members to an approved program should have a range of education backgrounds and the expertise to provide a sustainable, robust, and engaging environment in which to educate students. 4.) A modern and comprehensive infrastructure is essential to a vigorous undergraduate program including classroom, teaching labs, research offices, and common space alongside appropriate laboratory equipment. 5.) The curriculum of an approved program provides a broad background in chemical principles and in-depth study of chemistry. 6.) Program must support undergraduates research to allow students to integrate and reinforce chemistry knowledge from coursework. 7.) The development of student skills is necessary from an approved program to prepare students to enter the workforce or postgraduate education. 8.) An approved program should evaluate its curriculum and pedagogy relative to the program's teaching and research mission. 9.) The chair of an approved program certifies those who graduate.	2022
Computer Science, B.S.	Computing Accreditation Commission of Accreditation Board for Engineering and Technology (CAC-ABET)	2018	Previous program concern was with faculty. The reasoning for the concern is stated here: "While the faculty is currently sufficient in number, unsuccessful faculty searches to fill vacancies and increasing demand for elective and concentration courses have the potential to affect continuity, stability, and oversight of the program." Program concerns for this visit: Required for accreditation is that student progress must be monitored to attain outlined student outcomes. The team observed many pre-requisite violations in the student transcripts. The team established that these pre-requisite exemptions were duly authorized by the students' advisors and instructors but the process for granting such exemptions is not documented.	1.) Student performance and progress must be elevated and monitored to foster success in attaining learning outcomes. 2.) Program must have published program educational objectives congruent to the mission of the institution. Must be a documented, systematically utilized, and effective process for the periodic review of these program objectives. 3.) The program must have documented student outcomes that prepare graduates to attain the program educational objectives. 4.) Program must regularly use appropriate, documented processes for assessing and evaluating the extent to which student outcomes are attained. 5.) Each faculty member teaching must have expertise and an educational background consistent with the contributions to the program expected from the faculty member. 6.) Department equipment must be adequate to support attainment of the student learning outcomes and provide an environment conducive to learning. 7.) Institutional support and leadership must be adequate to ensure the quality and continuity of the program.	2024
Music Education, Performance, M. M.	National Association of Schools of Music (NASAM)	2015	Concerns were noted about replacing retired faculty, with the SPA's pool of pianos, with amount of time available for the recruitment of students, support for the Athletic Bands, and general futures planning.	https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/	2024-25
Music Education, Performance, M. M.	National Association of Schools of Music (NASAM)	2015	Progress report was voted to accept by accreditation committee. Found diligent efforts to address graduate enrollment and recruitment. Also commended for undertaking cooperative graduate education initiatives with other institutes in Maine and Division of Lifelong Learning.	1.) The institution shall offer regular classes in such areas as theory, history, and appropriate repertories of music, as well as instruction in performance. 2.) The institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students. 3.) The institution shall offer instruction in and opportunities for ensemble performance. 4.) The institution shall offer at least one complete curriculum that meets all applicable standards. 5.) Baccalaureate degree-granting institutions shall have graduated from at least one curricular program that meets all applicable standards at least one senior class with a minimum of three students, and another class shall be in readiness subject to examination. 6.) Institutions offering one or more graduate programs as their only degree programs shall have graduated at least two students from at least one graduate program that meets all applicable standards, and shows evidence of continuing enrollment. 7.) The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization. 8.) All policies regarding the admission and retention of students, as well as those pertaining to the school's evaluation of progress through its educational program, shall be clearly defined in literature published by the institution. 9.) All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature. 10.) Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall have facilities and equipment adequate to the needs of its educational program. 12.) The institution shall have library space and holdings adequate to the needs of its educational program. 13.) The institution shall be licensed or chartered to operate as required by local and state legal codes. 14.) The institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency. 15.) The institution shall demonstrate a commitment to a program of continuous self-evaluation.	2024

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

Program	Accrediting Agency	Year	Findings	Standards/Outcomes	Next Review
Music, B.A.; Music Education, Music Performance, B.M.	National Association of Schools of Music (NASAM)	2015	Progress report was voted to accept by accreditation committee. Found diligent efforts to address graduate enrollment and recruitment. Also commended for undertaking cooperative graduate education initiatives with other institutes in Maine and Division of Lifelong Learning.	**1.)** The institution shall offer regular classes in such areas as theory, history, and appropriate repertories of music, as well as instruction in performance. **2.)** The institution shall maintain a curricular program in musicianship skills at various levels appropriate to the needs of its students. **3.)** The institution shall offer instruction in and opportunities for ensemble performance. **4.)** The institution shall offer at least one complete curriculum that meets all applicable standards. **5.)** Baccalaureate degree-granting institutions shall have graduated from at least one curricular program that meets all applicable standards at least one senior class with a minimum of three students, and another class shall be in readiness subject to examination. **6.)** Institutions offering one or more graduate programs as their only degree programs shall have graduated at least two students from at least one graduate program that meets all applicable standards, and shows evidence of continuing enrollment. **7.)** The institution's legal authority shall be stated clearly in its published materials as identified by its charter, authority to grant degrees, structure of control, profit or non-profit status, and affiliation, if any, with a parent or sibling organization. **8.)** All policies regarding the admission and retention of students, as well as those pertaining to the school's evaluation of progress through its educational program, shall be clearly defined in literature published by the institution. **9.)** All tuition, fees, and other charges, as well as all policies pertaining thereto, shall be clearly described in the institution's published literature. **10.)** Faculty members shall be qualified by educational background and/or professional experience for their specific teaching assignments. The institution shall have facilities and equipment adequate to the needs of its educational program. **12.)** The institution shall have library space and holdings adequate to the needs of its educational program. **13.)** The institution shall be licensed or chartered to operate as required by local and state legal codes. **14.)** The institution shall provide and be responsible for all coursework or educational services to support its educational programs, or demonstrate that any cooperative or contracted coursework or educational services are provided by an outside institution or organization having accreditation as an entity by a nationally recognized accrediting agency. **15.)** The institution shall demonstrate a commitment to a program of continuous self-evaluation.	2024
Psychology (Clinical), PhD	American Psychological Association (APA)	2020	Concerns were noted about the limited access to faculty offices and the main graduate classroom for anyone with limited mobility. Faculty offices and the classroom are only accessable by stairs. The program was asked to develop a plan for how we will cover the biological aspects of behavior discipline-specific knowledge area as well as the psychometrics area. The program was asked to develop a systematic, multi-year plan for recruiting diverse faculty at the program-level and to develop a plan to examine the effectiveness of our efforts to recruit diverse faculty.	1.) Program offers training that leads to doctoral degrees. 2.) Programs purpose must be proposed in an institutional setting appropriate for doctoral education. 3.) Standards relating to: administrative responsibilities related to cultural and individual differences and diversity; program length requires; adherence to formal written policies and procedures of institution; program must provide information on the aids of the program. 4.) Standards also related to discipline specific knowledge and competence; curriculum standards, required internship training, evaluation of student and program competencies, documenting student and program effectiveness; support learning environments and student success; faculty standards related to individual differences and diversity. 5.) Public disclosure of accreditation status.	2030

University of Maine - Maine Business School

Program	Accrediting Agency	Year	Findings	Standards/Outcomes	Next Review
Business Administration in Accounting, Business Administration in Finance, Business Administration in Management, Business Administration in Marketing, Business Administration in Sport Management, B.S.	Association to Advance Collegiate Schools of Business (AACSB)	2020	The Business School remains in good standing with AACSB and was encouraged to create an Assurances of Learning book as outlined in the best practices of AACSB.	1.) Knowledge: Our learners will graduate knowing core concepts in the major business disciplines and will be able to calculate time value of money, without a calculator. 2.) Communication: Learners will demonstrate the ability to deliver both effective oral and written communication in presentations, formal papers, and other rubrics. 3.) Teamwork: Students will understand how to be effective team members. 4.) Ethics and Critical Thinking: Students will use a critical thinking framework to apply decision rules to ethical dilemmas as they consider the stakeholders affected. 5.) Global Perspectives: MBS Alumni (via Alumni Survey) will report that their degree program prepared them to work with those from other cultures and to understand the global context of business. 6.) Technological Agility/Problem Solving: Our learners will feel confident in using technology and analytical techniques to help solve problems and draw appropriate conclusions and be able to use Excel at a professional level and 60% or more will pass the Excel Certification Exam. 7.) Indirect Measures/Perceptions: Via postgraduate surveys, our alumni will report that the BSBA program had a positive impact on their skills related to these outcomes and employers will report that students perform well during internships.	2025
Business Administration, M.B.A.	Association to Advance Collegiate Schools of Business (AACSB)	2020	The Peer Review Team believes that the following issues need to be addressed prior to the next Peer Review Team visit: **Standard two:** The school needs to address the issue of quality of scholarship, link scholarship to the institutional mission, and clearly convey and express scholarship to its faculty. **Standard 12:** The School offers its faculty the choice of excellence in teaching or excellence in scholarship as a basis for tenure and promotion. However, the School does not have clear standards for excellence in teaching. Hence, it needs to develop procools on this subject and clearly convey them to all faculty.	The GSB Strategic Plan, its first, for the 5-year period starting in 2022, identifies a number of key tactical items to address the key issues listed in column D. Based on faculty input, the plan identifies the mission of the GSB, from which all strategies, tactics, and activities flow. Specific elements that address quality, teaching excellence, research strength, and the model of the GSB are included. Akin to any major graduate school of business, the GSB tracks a variety of metrics on its students and alum for enrolment, ranking, accreditation, and strategic purposes. These sources will be used to assess the effectiveness of the GSB in pursuing its strategic plan.	AY24-25

University of Maine - College of Natural Sciences, Forestry, and Agriculture

Program	Accrediting Agency	Year	Findings	Standards/Outcomes	Next Review
Food Sciences and Human Nutrition, B.S.	Accredited Council for Education in Nutrition and Dietetics (ACEND)	2012	In 2018, ACEND received documentation demonstrating that sufficient changes to be compliant with Standard 5, Element 5.1 and 5.2, and Standard 6, Element 6.1 and 6.2. Program is in good standing with the Accredited Council for Education in Nutrition and Dietetics.	1.) Programs must meet requirements include oversight by agencies, organizational structure, financial stability, sufficient resources, award degrees, sufficient length and management; 2.) Program consortium must meet additional organizational structure criteria; 3.) Program must have a clearly formed and publicly stated mission with supporting foals and congruent to the program's values and objectives; 4.) Program must continuously evaluate the achievement of its mission, goals, and objectives; 5.) Core knowledge and competencies must be the basis on which the program curriculum are built upon; 6.) Program must continuously assess achievement of student learning outcomes; 7.) Program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice; 8.) Program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet further competencies; 9.) Program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public; 10.) Program must have written policies and procedures that protect the rights of students and are consistent with institutional practices.	2022
Food Sciences and Human Nutrition/combined with dietetic internship, M.S.	Accredited Council for Education in Nutrition and Dietetics (ACEND)	2012	In 2018, ACEND received documentation demonstrating that sufficient changes to be compliant with Standard 5, Element 5.1 and 5.2, and Standard 6, Element 6.1 and 6.2. Program is in good standing with the Accredited Council for Education in Nutrition and Dietetics.	1.) Programs must meet requirements include oversight by agencies, organizational structure, financial stability, sufficient resources, award degrees, sufficient length and management; 2.) Program consortium must meet additional organizational structure criteria; 3.) Program must have a clearly formed and publicly stated mission with supporting foals and congruent to the program's values and objectives; 4.) Program must continuously evaluate the achievement of its mission, goals, and objectives; 5.) Core knowledge and competencies must be the basis on which the program curriculum are built upon; 6.) Program must continuously assess achievement of student learning outcomes; 7.) Program must have a sufficient number of qualified faculty and preceptors to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice; 8.) Program must have policies and procedures to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet further competencies; 9.) Program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public; 10.) Program must have written policies and procedures that protect the rights of students and are consistent with institutional practices.	2022
Forest Operations, Bioproducts, and Bioenergy, B.S.	Society of Wood Science and Technology (SWST)	2013	Accreditation report found that the FBB program positioned for growth in student numbers and excellence in outcomes. Program offered in a supportive university and can play a significant role inthe education of wood sciences. School as the competencies and breadth required.	1.) Program must have a clearly defined and publicly stated mission, goals, and objectives. 2.) Program must include understanding of renewable materials. 3.) Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. 4.) Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. 5.) Faculty must provide high quality instructors, keep curriculum current and in concert with program goals. 6.) Program must follow institution's policies that reflect cultural, ethnic, and gender diversity. 7.) Program must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic programs from recruitment activities to job placement programs.	2024
Forestry, M.S.	Society of American Foresters (SAF)	2013	Summary findings from 2015 assessment report shows that under standard III, program made substantive changes to assess student learning and met the standard; under standard IV, proper replacements from retirees were added and thus met the standard.	1.) Program must have a clearly defined and publicly stated mission, goals, and objectives. 2.) Program must include understanding of renewable materials. 3.) Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. 4.) Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. 5.) Faculty must provide high quality instructors, keep curriculum current and in concert with program goals. 6.) Program must follow institution's policies that reflect cultural, ethnic, and gender diversity. 7.) Program must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic programs from recruitment activities to job placement programs.	2023
Forestry; Parks, Recreation, and Tourism, B.S.	Society of American Foresters (SAF)	2013	Summary findings from 2015 assessment report shows that under standard III, program made substantive changes to assess student learning and met the standard; under standard IV, proper replacements from retirees were added and thus met the standard.	1.) Program must have a clearly defined and publicly stated mission, goals, and objectives. 2.) Program must include understanding of renewable materials. 3.) Fundamental to the discipline is basic materials science, including raw materials biology, physical properties, mechanical properties, and chemical characteristics and properties. 4.) Program must be administered by a person carrying the equivalent title and authority of administrators of comparable units in the institution. 5.) Faculty must provide high quality instructors, keep curriculum current and in concert with program goals. 6.) Program must follow institution's policies that reflect cultural, ethnic, and gender diversity. 7.) Program must demonstrate a commitment to students through a well-planned effort to provide a broad range of academic programs from recruitment activities to job placement programs.	2023
Nursing, B.S.	Commission on Collegiate Nursing Education (CCNE), Maine State Board of Nursing	2020	CCNE: Follow up report was accepted by CCN for the baccalaureate and master's degree program in nursing and demonstrated complience with key element IV-F and III-E. Maine Board: Sound organizational pattern, faculty qualifications to ensure effective performance, student rights accessible, qualified applicants admitted equally, transfer, readmission and advanced standing standards, curriculum standards.	CCNE: 1.) Program Mission and Governance; 2.) Institutional Commitment and Resources; 3.) Curriculum and Teaching-Learning Practicesl 4.) Assessment and Achievement of Program Outcomes.	Spring 2025 (unless our compliance report is approved, if so, 2030)
Nursing, M.S.	Commission on Collegiate Nursing Education (CCNE), Maine State Board of Nursing	2020	CCNE: Follow up report was accepted by CCN for the baccalaureate and master's degree program in nursing and demonstrated complience with key element IV-F and III-E. Maine Board: Sound organizational pattern, faculty qualifications to ensure effective performance, student rights accessible, qualified applicants admitted equally, transfer, readmission and advanced standing standards, curriculum standards.	CCNE: 1.) Program Mission and Governance; 2.) Institutional Commitment and Resources; 3.) Curriculum and Teaching-Learning Practicesl 4.) Assessment and Achievement of Program Outcomes.	Spring 2025 (unless our compliance report is approved, if so, 2030)
Social Work, B.A.	Council on Social Work Education	2019	Both the bachelor's and master's of social work program are in line of all accreditation standards.	1.) Demonstrate ethical and professional behavior; 2.) Engage diversity and difference in practice; 3.) Advance human rights and social, economic, and environmental justice; 4.) Engage in practice-informed research and research-informed practice; 5.) Engage in policy practice; 6.) Engage with individuals, families, groups, organizations, and communities; 7.) Assess individuals, families, groups, organizations, and communities; 8.) Intervene with individuals, families, groups, organizations, and communities; 9.) Evaluate practice with individuals, families, groups, organizations, and communities.	2027
Social Work, M.A.	Council on Social Work Education	2019	Both the bachelor's and master's of social work program are in line of all accreditation standards.	1.) Demonstrate ethical and professional behavior; 2.) Engage diversity and difference in practice; 3.) Advance human rights and social, economic, and environmental justice; 4.) Engage in practice-informed research and research-informed practice; 5.) Engage in policy practice; 6.) Engage with individuals, families, groups, organizations, and communities; 7.) Assess individuals, families, groups, organizations, and communities; 8.) Intervene with individuals, families, groups, organizations, and communities; 9.) Evaluate practice with individuals, families, groups, organizations, and communities.	2027
Speech Language Pathology, M.A.	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2014	There were no issues identified in the most recent accreditation visit	Program Completion Rates; Praxis Exam Pass Rates: Employment Rates in Profession Link to data:https://umaine.edu/comscidis/graduate-information/graduate-program-outcomes/	2021; deferred to fall 2022

University of Maine at Machias

Program	Accrediting Agency	Year	Findings	Standards/Outcomes	Next Review
Recreation and Tourism Management, B.S.	Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT)	2014	In 2014, documentation was received to improve the following items: 1.) Provide evidence that the mission, vision, and value statements were visible 2.) Supply evidence that assessment data is used strictly for improvement and not faculty evaluation 3.) Ensure consistent consultation with practitioners that influences curriculum decisions 4.) Provide evidence of formal and ongoing consideration of student input relative to the units for those aspects of student professional preparation. Action has been taken, the program is in good standing with COAPRT.	A program must 1.) Demonstrate an understanding of recreation as a profession 2.) Demonstrate leadership and facilitation skills 3.) Understand and develop techniques that enable the implementation of appropriate practices.	2020
Elementary Education, Secondary Education, B.S.	Maine Department of Education	2014	Both programs are in good standing with the Maine Department of Education	A program must meet criteria in each of the following standards: 1.) Initial Teacher Candidate Performance, 2.) Assessment System and Unit Evaluation, 3.) Field Experience and Clinical Practice, 4.) Diversity, 5.) Faculty Qualifications, Performance and Development, 6.) Unit Governance and Resources.	2019

University of Maine at Augusta

OPTION E1: PART b. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(5) Date and nature of next scheduled review.
Architecture by The National Architectural Accrediting Board (NAAB)	January 2018	Improvement needed in History and Technology sequence. Questions of faculty load and financial support of the program, especially as it relates to faculty pay and retention.	NA	Spring 2022
Dental Assisting	September 2014	Accreditation without reporting requirements	Dental Assisting National Board Exam, Employer Surveys, Alumni Surveys	CODA self-study is planned for fall 2022, with a chance of being postponed to fall 2023
Dental Hygiene by Commission on Dental Accreditation (CODA)	September 2014	None	National Board pass rate (100%) Clinical Board pass rate (100%); high employment rate	September 2022
Information & Library Services by American Library Association (ALA)	2019-updated (External Certification)	No issues or concerns identified	12 competencies leading to national Library Support Staff Certification	2023
AS Med. Lab. Technology by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	October 2016	None	ASCP Board of Certification examination (American Society of Clinical Pathologists)	Fall 2026
Mental Health and Human Services by Council for Standards in Human Service Education (CSHSE)	External Review in February 2020	Additional Recommendation: The program requires all sections of a course to have the same format (e.g. all face to face, or all online, etc.) which eliminates options for students.	NA	October 2025
BS Nursing by Accreditation Commission for Education in Nursing (ACEN) Substantive Change for 2 tracks: • Pre-licensure (PL-BSN) • RN to BSN	Substantive change report accepted in Summer 2019	Standard 1: Mission and Administrative Capacity Standard 2: Faculty and Staff Standard 3: Students Standard 4: Curriculum Standard 5: Resources	NCLEX (National Council Licensure Examination)* (pre licensure track only) Graduate satisfaction Employer satisfaction Job placement	Fall 2021 Focused visit for substantive change; addition of pre-licensure BSN track. The visiting committee made no recommendations stating all criteria were met. Awaiting final approval from ACEN
Teacher Education (Maine Department of Education)	December 2019	None	Six standards for EPP (Educator Preparation Program)	Fall 2024 Self-study; exhibit room; site visit
Vet Tech by American Veterinary Medical Association (AVMA)	October 2019	Critical recommendation: 1, 2, 5 Major recommendations: 1, 2, 3 All resolved at this time	Three year national board pass rate has been on the climb. Currently at 73.2%	Fall 2025

*Record results of key performance indicators in form S3.
Institutions selecting E1b should also include E1a.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

University of Maine at Farmington

Category	(1)	(2)	(3)	(4)	(5)
Educational Leadership	https://www.umf.maine.	capstone course, Exit interview	faculty in the program	alteration of research	2018
Early Childhood Education	https://www.umf.maine.	capstone course, Exit interview	faculty in the program		2018
Special Education	https://www.umf.maine.edu/grad studies/conceptual	capstone course, Exit inteview	faculty in the program		new program 1/2020
Counseling Psychology with an Emphasis on the	https://www.umf.maine.edu/grad studies/m-a-in	licensure examination	faculty in the program		new program 8/2020
Mathematics Education	https://www.umf.maine.edu/gr	capstone course	faculty in the program		new program 1/2021

University of Maine at Fort Kent

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT				
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION				
(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
UNIVERSITY OF MAINE AT FORT KENT				
Commission on Collegiate Nursing Education (CCNE)	2012	No compliance concerns or recommendations	Licensure (NCLEX) pass rates, employment rates, graduation rates.	November 2022, accreditation site visit
Maine State Board of Nursing	2014	No compliance concerns or recommendations	Faculty credentials; clinical and simulation hours; curriculum; NCLEX pass rates.	November 2022, accreditation site visit
Maryland State Board of Nursing	2020	No compliance concerns or recommendations	Faculty credentials; accredittiaon status; clinical and simulation hours; curriculum; NCLEX pass rates.	Until further notice or substantive change to curriculum or evaluation methods

| Forestry - Society of American Foresters (SAF) | 2018 | 2018 Actions:
Action 1)
Provide a program plan for recruitment, retention, and graduation of motivated and academically qualified students who reflect cultural, ethnic and gender diversity, indicating which institutional policies and guidelines the plan follows.

Outcomes from Action 1)
• The UMFK policy on diversity within the workplace and classroom is: The University of Maine at Fort Kent is guided by an overarching objective to ensure that the makeup of the campus community, which includes students, faculty, and staff, is a reflection of the larger community. To help us reach that objective, we make it a practice not to discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, or veteran status. This policy extends to both our employment and student recruitment activity and it requires our ongoing commitment and intention. This central objective, in tandem with the various program initiatives at work in our program as described above, are all intended to improve the cultural, ethnic, and gender diversity of our program.
• Faculty members have made a concerted effort to increase visual representation of female students whenever possible in all program advertising materials including; the website, recruitment posters, fact sheet, and social media. Female foresters and alumni are being surveyed for their input and asked to assist with recruiting initiatives such as meeting with visiting student groups, high school instructors, or other organizations wishing to learn more about forestry.
• In the spring of 2018 Nicole Rogers was hired to replace long–time forestry faculty member Dave Hobbins upon retirement. Nicole's presence may significantly impact the attraction and retention of female students. Professor Rogers now plays an integral role in all recruiting duties especially when it involves speaking to prospective students.
• Laurie Spooner, a local science teacher with a Master's degree in Forestry, will begin to teach a high school level Introduction to Forestry in nearby Van Buren by fall of 2020. The curriculum from UMFK's introductory course will be shared with her, allowing her high school students to obtain 3 of 4 credits toward the AFM Introduction to Forestry course through the early college program.
• The University has developed a marketing strategy for the Natural Sciences programs (AFM, Environmental Studies, Biology) to boost enrollment. Increasing diversity in the AFM program has been incorporated into this plan. One of the strategies is to use online target marketing focusing on regions in the northeast where there is a higher likelihood of attracting students interested in forestry. Marketing consists of running | https://www.eforester. org/Main/Certification_Educatio n/Accreditation/Criteria_and_Do cuments/Main/Accreditation/Crit eria%20and%20Documents. aspx?hkey=b337bccf-b946- 4038-8667-108442c69e22

Standard I: Program Mission, Goals, and Objectives
Standard II: Program Orgnization and Administration
Standard III: Students
Standard IV: Parent Institution Support
Standard V: Curriculum
Standard IV: Faculty
. | Accreditation site visit: 2028 |

		banner ads on websites visited by individuals within the target areas that would link to additional information on the AFM program. Particular attention will be given to Maine's Washington and Penobscot counties, both of which have Native American population centers. • Students of French culture are the largest represented group in the Program. Since inception, approximately 1/3rd of all AFM graduates have French surnames and have come from within 60 miles of campus where the French-Acadian heritage is prevalent. The AFM program is well recognized throughout Aroostook County and although the Program does not target individuals of French heritage directly it does recruit heavily in the local region. • A collaborative effort between the UMFK Natural Sciences programs involved submission of an Innovative Technology Experiences for Students and Teachers (ITEST) grant through the National Science Foundation. The desired outcome of this project is to increase enrollments in the Natural Science programs at UMFK while promoting interest in STEM careers through a one- to two-week adventure science program. The specific project, titled		

*Record results of key performance indicators in form 8.3 of the Data First Forms.

University of Maine at Presque Isle

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
PTA= Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	2018 self-study compliance report needed regarding curriculum progression improvements. Chris Rolon submitted compliance report Fall 2018 and successfully achieved full program accreditation (10 years)	National Exam pass rates at 2 year average of 90%, Students passing comprehensive practical exams at the end of each semester, passing terminal clinical experiences (PTA 220 and PTA 225).	Next CAPTE Self Study in 2028
Education = Accreditation by Maine Department of Education	2021	Educator Preparation Program must provide an acceptable conceptual framework and meet each of the the 6 standards for review in order to seek new or recurring approval. The conceptual framework should address the areas of shared vision, coherence, professional	All graduates of program must show evidence of proficiency in 11 program learning outcomes, which are aligned with Common Core teaching standards and NETS (technology) national standards. Program gathers evidence through a digital portfolio and conducts individual interviews with students	Next DOE Self-Study Due July 2026 and Review/ Site Visit Fall 2026

		commitments and attitudes, commitment to diversity, technology, and candidate proficiencies aligned with the (InTASC) Common Core Teaching Standards. The 6 standards for program approval are: 1. Performance, Knowledge, and Disposition Standards (aligned to 10 Common Core Teaching Standards and 1 National Education Technology Standard); 2. Assessment and Unit Evaluation; 3. Field Experiences and Clinical Practice; 4. Diversity; 5. Faculty Qualifications, Performance and Development; 6. Unit Governance and Resources. A self-study must be submitted approximately 4 months prior to site visit.	twice during program- candidacy (end of year one) and exit (semester before student teaching). Additional mid-program ad hoc interviews may also be conducted if warranted. Maine Department of Education reviews our program for accreditation based on 6 standards (including how our students show proficiency in the Common Core Teaching Standards), every 5 years as part of Maine Chapter 114 . All teachers must apply to the Maine Department of Education for certification.	
Council on Social Work Education	2020	CSWE response to 2019 reaffirmation requested clear evidence of quantitative assessment measure.		Next Self-Study due Summer 2028
Medical Lab Technician: National Accrediting Agency for Clinical Laboratory Science	2016	No issues. Model consortium program.	ASCP Board of Certification Results – NAACLS Benchmark 75%, Graduate Placement Rates – NAACLS Benchmark 70%, Graduation Rates – NAACLS Benchmark 70%	2026

University of Maine System Self-Study, 2022

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT Option E1: Part b.

USM E-Series form Option E1: Part B

USM E-Series form Option E1: Part B

2021
University of Maine System
Annual Financial Report

The University of Maine System is a Component Unit of the State of Maine
Electronic statements are available at:
https://www.maine.edu/finance/policies-procedures-and-reports/annual-financial-reports/
Or by contacting:
Controller's Office
5703 Alumni Hall Suite 101
Orono, ME 04469-5703

NON-DISCRIMINATION NOTICE

The University of Maine System is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System) or by email to: equal.opportunity@maine.edu.

TABLE OF CONTENTS

Page

Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

October 14, 2021

I began last year's letter noting that Fiscal Year 2020 was one of historic change and unprecedented challenge in the University of Maine System. Likewise, Fiscal Year 2021 presented considerable hurdles as well as exciting opportunities for collaboration, strengthening and progress.

Our most important work is providing education, research, public service, and workforce development. I am proud to report that nearly 5,000 students graduated from our universities and the Maine School of Law in May, with a mix of online and interactive events. This resilient Class of 2021 was 7 percent larger than last year even with COVID-19 complications.

This fall, a majority of students, faculty and staff are on our campuses and the energy is real. From the University of Maine at Fort Kent to the University of Southern Maine, we're safely engaged in learning, conducting research and providing outreach. This is possible because we continue to follow science-based public health protocols.

Because of diligent stewardship, UMS retained its AA- credit rating, with a stable outlook, during the pandemic. S&P Global's report indicated that UMS management "maintains a disciplined debt policy, imparts fiscal discipline through using dashboard indicators and long-term financial planning, and adapts to the challenging demographics of Maine through newly developed initiatives."

The report assessed our enterprise profile as strong, characterized by breadth and depth, and noted that enrollment has remained stable even with unfavorable state demographics and strong regional competition. The report also noted that our unified accreditation model will permit greater academic collaboration between our universities and allow UMS to offer academic programming that any one university may not have the resources to offer by itself.

We carefully administer our resources so that tax and donor dollars go farther. Our sound fiscal management is imperative to managing costs, lowering the cost of borrowing, and attracting additional investments.

The Harold Alfond Foundation's $240 million investment in the System announced last October is a transformative opportunity for higher education in Maine. It includes:

- $75 million for a multi-university Maine College of Engineering, Computing, and Information Science.

- $20 million to support student retention and success systemwide.

- $90 million to modernize UMaine Athletics infrastructure and improve gender equity.

- $55 million to develop the Maine Graduate and Professional Center (Maine Center) in Portland, including a signature new building to house Maine Law, the Graduate School of Business and Muskie School of Public Service.

Over the next ten years, we'll be using these historic investments to improve diversity, equity, and inclusion in these important areas, and all universities in our system will play a role. We'll be leveraging Alfond investments to secure an additional $170 million in matching funds over the same time from private, state and federal sources, resulting in $410 million total investment in our public university system. The impacts will be truly transformative.

In March Governor Janet Mills signed legislation to implement the Maine Jobs and Recovery Plan, which directed $35 million to UMS to accelerate talent development, research and innovation in

support of the state's economic recovery and its long-term economic growth and global competitiveness. This plan will help to fund new programs and infrastructure, bringing new jobs to several industries.

With more than 50 percent of UMS's physical plant constructed or last renovated more than 50 years ago, the System is working on strategic capital infrastructure improvements and planning for more. Greater investment in our facilities and innovative partnerships are part of our plan.

This June Trustees approved a FY22 budget that — for the seventh time in 10 years — holds in-state tuition rates flat for Maine students. Holding the line on tuition cannot be the expectation every year, but our stewardship of university resources will always include an obligation to keep the costs of a public higher education in Maine within the reach of Maine families.

Thank you, again, for your interest in and support of our work.

Dannel P. Malloy
Chancellor

CliftonLarsonAllen LLP
CLAconnect.com

INDEPENDENT AUDITORS' REPORT

Board of Trustees
University of Maine System
Orono, Maine

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities, the discretely presented component unit and the aggregate remaining fund information of the University of Maine System (the System) (a component unit of the state of Maine) as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these basic financial statements based on our audits. We did not audit the financial statements of the University of Maine Foundation (Foundation), the discretely presented component unit. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation, is based solely on the report of the other auditors. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the Foundation were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

A member of
Nexia
International

CLA is an independent member of Nexia International, a leading, global network of independent accounting and consulting firms. See nexia.com/member-firm-disclaimer for details.

Board of Trustees
University of Maine System

Opinions

In our opinion, based on our audits and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the discretely presented component unit and the aggregate remaining fund information of the System as of June 30, 2021 and 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As described in Note 18, the System changed accounting policies related to reporting fiduciary activities as aggregate remaining fund information by adopting Statement of Governmental Accounting Standards (GASB Statement) No.84, *Fiduciary Activities*, in 2021. Accordingly, financial information that was historically accounted for in the business-type activities is now reported in fiduciary fund financial statements. The changes adopted to conform to the provisions of GASB Statement No. 84 are applied retroactively by restating the 2020 financial statements. Our auditors' opinion was not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and the required supplemental information – retirement and OPEB plans, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental information required by the state of Maine, as listed in the table of contents, is presented for purposes of additional analysis, and is not a required part of the basic financial statements.

The supplemental information required by the state of Maine is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplemental information required by the state of Maine is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

C8

Board of Trustees
University of Maine System

The Chancellor's Letter and schedule of the Board of Trustees and Management, as listed in the table of contents, has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Report on Summarized Comparative Information

The other auditors have previously audited the Foundation's 2020 financial statements and they expressed an unmodified opinion on those audited statements in their report dated October 27, 2020. In our opinion, based on the report of other auditors, the summarized comparative information presented herein for the Foundation as of and for the year ended June 30, 2020, is consistent, in all material respects, with the audited financial statements from which is has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2021 on our consideration of the System's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the System's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Quincy, Massachusetts
November 30, 2021

The Management's Discussion and Analysis (MD&A) provides a broad overview of the University of Maine System's ("the System" or UMS) financial condition as of June 30, 2021 and 2020, the results of its operations for the years then ended, significant changes from the previous years, and outlook for the future where appropriate and relevant. Management has prepared the financial statements and related note disclosures along with this MD&A. The MD&A should be read in conjunction with the accompanying basic financial statements and related notes.

Mission

Established in 1968 by the Maine State Legislature, the System is the state's largest educational enterprise, uniting its public universities in the common purpose of providing high-quality educational undergraduate and graduate opportunities that are accessible, affordable, and relevant to the needs of Maine students, businesses, and communities. The System features seven universities—some with multiple campuses—located across the state, a law school, eight outreach centers, an additional 34 course sites, and Cooperative Extension. The System carries out the traditional tripartite mission – teaching, research, and public service. A major resource for the State, the System drives economic development by conducting world-class research, commercializing valuable ideas, and partnering successfully with businesses and industries throughout Maine and beyond.

Universities, Campuses, and Centers

The System is a comprehensive public institution of higher education with nearly 30,000 enrolled students, supported by the efforts of 1,165 regular full-time faculty, 83 regular part-time faculty, 3,104 regular full-time staff, and 308 regular part-time staff members.

From Maine's largest city to its rural northern borders, our universities are known for excellence in teaching and research. Our universities are:

The University of Maine (UM) is the state's land grant, sea grant and space grant university. As Maine's flagship public university, UM has a statewide mission of teaching, research and economic development, and community service. UM is the state's only public research university and is among the most comprehensive higher education institutions in the Northeast, where undergraduate and graduate students have opportunities to participate in groundbreaking research with world-class scholars. UM offers bachelor's, master's and doctoral degrees.

With campuses in Augusta and Bangor, eight UMA Centers across Maine, and expertise in online and distance learning, the University of Maine at Augusta (UMA) is considered the university of choice for Mainers who want to receive a quality and affordable education without uprooting their lives.

Established in 1864 as Maine's first public institution of higher education, the University of Maine at Farmington (UMF) is Maine's public liberal arts college, offering quality programs in teacher education, human services, and arts and sciences.

The University of Maine at Fort Kent (UMFK) is a campus focused on health sciences and professional programs. Founded in 1878 to meet local, state, and regional workforce needs, UMFK provides a diversity of learners with the education and development needed to be successful professionals and engaged members of their communities in the 21st Century.

The University of Maine at Machias (UMM) is the regional campus of the University of Maine. Offering quality baccalaureate programs with an emphasis on experiential and community-engaged learning. UMM's distinct campus environment and strong regional identity are enhanced by a partnership with the state's flagship university.

The University of Maine at Presque Isle (UMPI) is a nationally recognized institution of innovation and opportunity, providing students with an affordable and personalized education, a caring, small-university environment, and life-changing experiences that prepare them to be career-ready graduates. Established in 1903, UMPI now offers bachelor's, associate's, online, and competency-based education degree programs, as well as its first master's degree program.

The University of Southern Maine (USM) is northern New England's outstanding public, regional, comprehensive university, dedicated to providing students with a high-quality, accessible, affordable education. From campuses in Portland, Gorham, and Lewiston-Auburn, USM offers baccalaureate, master's, and doctoral programs.

The University of Maine School of Law (Maine Law), a free-standing institution within the System and located in Portland, is committed to justice and leadership in a changing world. As the state's public and only law school, Maine Law provides an accessible and affordable student-focused program of legal education through a rigorous doctrinal and experiential curriculum.

Lewiston-Auburn College is a campus of USM. The Hutchinson Center in Belfast is a campus of UM. UMA Bangor is a campus of UMA. UMA also has eight Centers that provide onsite, distance and online students with access and support to education courses offered by all seven UMS universities at the centers as well as at 34 Interactive Television (ITV) course sites statewide.

Student Enrollment

Chart 1 shows student enrollment, including early college, on a headcount basis with 29,683 students enrolled for the fall 2020 semester, down 1.0% from fall 2019 and up 0.7% since fall 2016. For both fall 2020 and fall 2019, 63% of the student population were enrolled full-time.

Chart 1: Student Enrollment by Headcount
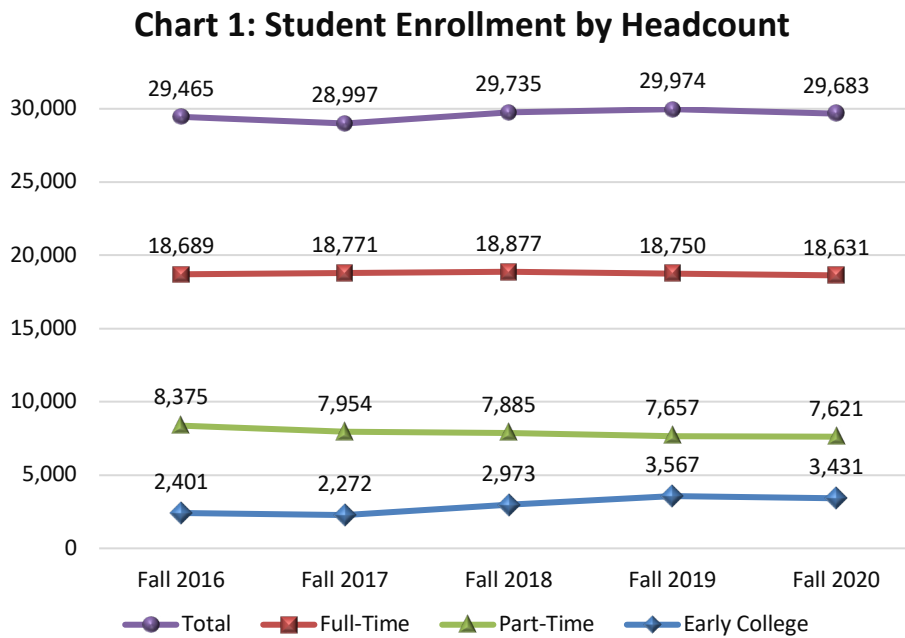
Chart 2 and Table 1 show student enrollment, including early college, on a full-time equivalent (FTE) basis with 21,618 FTE students enrolled for the fall 2020 semester, down 1.4% from fall 2019 and down 1.1% from fall 2016. For fall 2020, 73% of FTE enrollments were from Maine residents compared to 75% for fall 2019.

Chart 2: Student FTE Enrollment
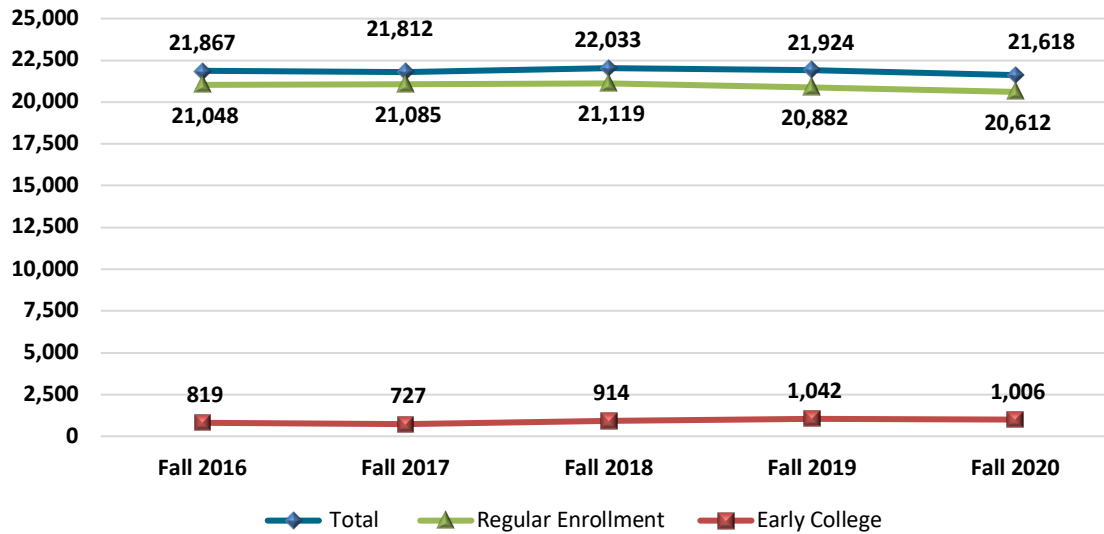
Table 1: Student FTE Enrollment

	% Change Fall 2016 to 2020	Fall 2020	% Change	Fall 2019	% Change	Fall 2018	% Change	Fall 2017	% Change	Fall 2016	% Change
UM	1.9%	9,773	-0.1%	9,782	0.3%	9,750	0.3%	9,720	1.3%	9,594	2.4%
UMA	-4.9%	2,304	-1.3%	2,335	3.9%	2,247	3.6%	2,169	-10.4%	2,422	-7.8%
UMF	-11.6%	1,510	-4.4%	1,579	-3.8%	1,641	-4.8%	1,723	0.8%	1,709	-0.9%
UMFK	-22.8%	812	-3.6%	842	-11.7%	954	0.4%	950	-9.7%	1,052	15.5%
UMM	-19.3%	397	-1.5%	403	-5.2%	425	-6.0%	452	-8.1%	492	-0.2%
UMPI	6.8%	945	9.9%	860	-7.8%	933	3.3%	903	2.0%	885	7.5%
USM	2.9%	5,877	-4.0%	6,123	0.7%	6,083	3.2%	5,895	3.2%	5,713	0.6%
Total	**-1.1%**	**21,618**	**-1.4%**	**21,924**	**-0.5%**	22,033	1.0%	21,812	-0.3%	21,867	1.1%

Student Comprehensive Cost of Education

Net student fee revenue, totaling $238 million in FY21 and $248 million in FY20, is the System's greatest source of revenue, contributing 32% of total operating and net nonoperating revenues for FY21. Net student fees represented 35% of the total operating and net nonoperating revenues for FY20. Such revenues are impacted by enrollment levels; tuition, room and board, and fee levels; and the amount of scholarship allowances provided to students.

The average comprehensive cost of education (tuition, mandatory fees, and room and board) for UMS undergraduate, graduate, and law school students is shown in Table 2 and Chart 3. The percentage changes for the comprehensive cost of education in FY21 range from an increase of 3.2% for out-of-state and NEBHE undergraduate students, down to a decrease of 20.3% for Canadian graduate students. Percentage changes in FY20 ranged from an increase of 2.8% for in-state, NEBHE and Canadian undergraduate students, down to an increase of 0.8% for in-state law school students.

The FY21 in-state undergraduate tuition increased by a system-wide average of 2.5% where the overall average comprehensive cost of education for this same category of students increased 3.0%. In FY20, the System increased tuition for in-state undergraduate students by a system-wide average of 2.7% where the overall average comprehensive cost of education for this same category of students increased 2.8%.

Table 2: Student Comprehensive Cost of Education
Tuition, Mandatory Fees, and Room and Board Fiscal Year Averages

	2021		2020		2019		2018		2017	
	Cost	% Change	Cost	% Change	Cost	% Change	Cost	% Change	Cost	% Change
Undergraduate:										
In-State	**$18,877**	3.0%	**$18,321**	2.8%	$17,819	1.7%	$17,520	2.7%	$17,065	0.3%
Out-of-State	**29,337**	3.2%	**28,425**	2.2%	27,809	0.4%	27,707	2.9%	26,922	1.1%
NEBHE	**23,979**	3.2%	**23,229**	2.8%	22,593	2.6%	22,015	4.6%	21,045	2.0%
Canadian	**18,877**	-18.7%	**23,229**	2.8%	22,593	2.5%	22,045	4.6%	21,075	1.8%
Graduate:										
In-State	**$18,683**	2.3%	**$18,262**	1.0%	$18,081	3.3%	$17,501	2.3%	$17,114	0.0%
Out-of-State	**27,251**	-8.9%	**29,902**	2.0%	29,313	3.1%	28,427	2.7%	27,674	0.7%
NEBHE	**24,097**	2.2%	**23,578**	2.6%	22,983	2.8%	22,350	4.0%	21,488	1.7%
Canadian	**18,787**	-20.3%	**23,578**	2.6%	22,983	2.8%	22,350	4.0%	21,488	1.7%
Law School:										
In-State	**$33,310**	0.9%	**$33,005**	0.8%	$32,740	0.9%	$32,460	0.1%	$32,430	0.0%
Out-of-State	**44,800**	0.7%	**44,495**	1.6%	43,810	0.6%	43,530	0.1%	43,500	0.0%
NEBHE/Canadian	**41,770**	0.7%	**41,465**	1.5%	40,870	0.7%	40,590	0.1%	40,560	0.0%

Note: Some amounts presented in the above Table 2 for 2019 differ from FY2019's MD&A and are based upon restated amounts included in the System report titled, 'Student Charges FY2020'.

Chart 3: FY21 Student Comprehensive Cost of Education - Averages
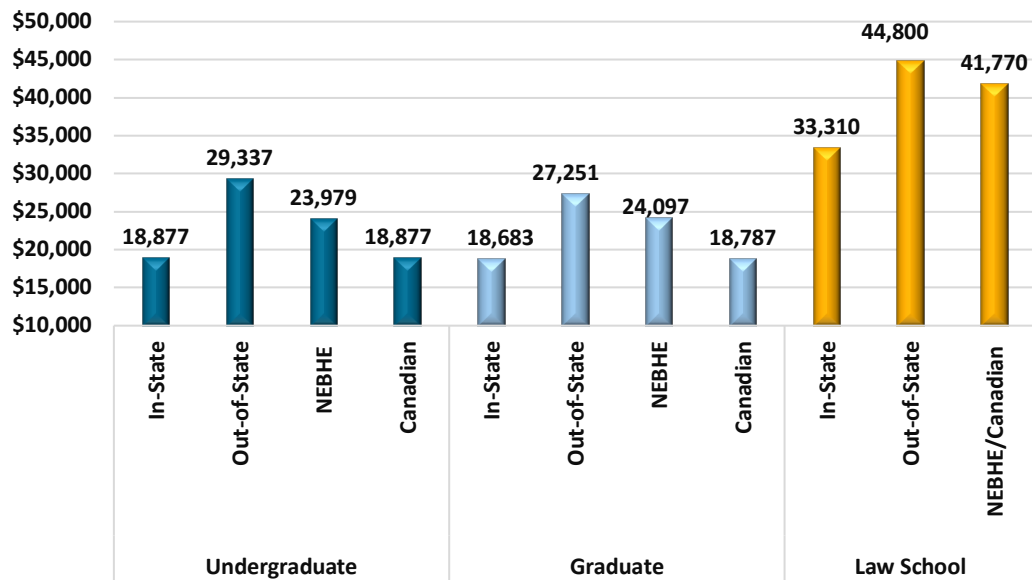
OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is an introduction to the System's financial statements which are prepared in accordance with U.S. generally accepted accounting principles and are comprised of four components: 1) system-wide financial statements, 2) component unit financial statements, 3) fiduciary funds financial statements, and 4) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements.

The University of Maine Foundation is a legally separate tax-exempt component unit of the System. This entity's financial position and activities are discretely presented in the System's financial statements as required by Governmental Accounting Standards Board (GASB) statements. This MD&A includes information only for the System, not its component unit.

System-wide Financial Statements

These financial statements report information about the System's assets, liabilities, deferred inflows and outflows, net position, revenues, and expenses and are comprised of the following:

- Statements of Net Position

- Statements of Revenues, Expenses, and Changes in Net Position

- Statements of Cash Flows

Fiduciary Funds Financial Statements

These financial statements include information about assets held by the System on behalf of other entities as a trustee or fiduciary. The System is responsible for ensuring such assets are used only for their intended purposes and by those to whom the assets belong. Included in these fiduciary financial statements are investments held on behalf of the System's pension and other postemployment benefit trusts, monies invested by external parties in the System's managed investment and endowment pools, and cash held on behalf of various student government groups.

The fiduciary funds financial statements are comprised of the following:

- Statements of Fiduciary Net Position
- Statements of Changes in Fiduciary Net Position

Notes to the Financial Statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in both the system-wide and fiduciary funds financial statements.

Other Information

This report also provides certain required supplementary information related to the System's retirement and other postemployment benefit plans and a Schedule of Activities required by the State of Maine.

STATEMENTS OF NET POSITION

The Statements of Net Position present the financial position of the System at one point in time – June 30 – and include all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position of the System. These statements are the primary statements used to report financial condition. Net position represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted. The change in net position is an indicator of whether the overall financial condition has improved or deteriorated during the year. Table 3 on page 19 shows Condensed Statements of Net Position for the past five years.

Restatement of Prior Year

The FY20 financial statements have been restated to reflect adoption of GASB Statement No. 84, *Fiduciary Activities*. The overall impact on the FY20 data in the Condensed Statements of Net Position is that:

- Cash, a component of current assets, decreased by $2.4 million as cash held on behalf of student and other groups was moved to the Statements of Fiduciary Net Position.

- Unearned revenue and deposits and funds held for others – current portion, both of which are components of current liabilities, decreased by a total of $2.4 million to coincide with the above-mentioned cash that was moved to the Statements of Fiduciary Net Position.

- Endowment investments and the offsetting funds held for others, a component of noncurrent liabilities, each decreased by $25.9 million as endowment monies belonging to external parties and pooled with System endowment monies were moved to the Statements of Fiduciary Net Position.

For comparison purposes we also restated the FY19 data presented in the Condensed Statements of Net Position shown in Table 3 on page 19.

Impact of Change in Postemployment Health Plan

The System's Other Postemployment Benefits (OPEB) plan had a significant impact on the FY21 Statement of Net Position, primarily due to two factors: 1) adding a Medicare Exchange option for retirees in addition to the group plan option and 2) investment returns. The total OPEB liability decreased from $213 million at June 30, 2020 to $162 million at June 30, 2021, primarily due to these two factors. Assets in the UMS OPEB Trust also increased from $137 million at June 30, 2020 to $180 million at June 30, 2021 including $37 million in investment returns.

For reporting in the System's Condensed Statements of Net Position, the total OPEB liability is netted with the value of the UMS OPEB Trust assets. At June 30, 2021, the System had a net OPEB asset of $18 million compared with a net OPEB liability of $76 million (a component of other noncurrent liabilities) at June 30, 2020.

Other lines of the Condensed Statements of Net Position that were significantly adjusted by the FY21 actuarial results include the following:

- Deferred outflows of resources associated with the OPEB plan decreased $13 million.

- Deferred inflows of resources associated with the OPEB plan increased $22 million.

The plan benefit change, of offering the Medicare Exchange option, resulted in a $49 million positive impact to the System's unrestricted net position, restoring a portion of the $102 million of unrestricted net position that was lost when the full value of the liability associated with the UMS OPEB Plan was brought into the Statements of Net Position in FY17 as the System adopted GASB No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*.

Overview of Condensed Statements of Net Position

As shown in Table 3, assets and liabilities are classified as current or noncurrent. Current assets are available to satisfy current liabilities, which in turn are those amounts expected to be payable within the next year. Total assets and deferred outflows of resources of $1.327 billion at June 30, 2021, increased $105 million, or 9% over the prior year.

The major component of current assets is operating investments, which totaled $286 million at June 30, 2021 and $264 million at June 30, 2020. Noncurrent assets consist mainly of endowment investments and capital assets, net of depreciation. Endowment investments totaled $166 million at June 30, 2021, an increase of $31 million, or 23%, from the FY20 year-end balance of $135 million, and a $28 million, or 20%, increase from FY19. Capital assets net of accumulated depreciation totaled $689 million and $683 million at June 30, 2021 and 2020, respectively.

Current liabilities of $97 million and $73 million at June 30, 2021 and 2020, respectively, consist primarily of accounts payable and various accrued liabilities including those for the System's healthcare claims, defined contribution retirement plan and payroll taxes. Impacts to accounts payable and accrued liabilities include the timing of the last check cycle for the fiscal year, the level of construction activity in progress, and budget constraints.

At $227 million, total noncurrent liabilities decreased $53 million, or 19%, from June 30, 2020 to 2021. This decrease is primarily the result of an $82 million decrease in other noncurrent liabilities and a $29 million increase in long-term debt. For FY20 and FY19, the System had total noncurrent liabilities of $280 million, with the change being a $11 million increase in noncurrent liabilities and an $11 million decrease in long-term debt.

Total net position at June 30, 2021 of $945 million increased $113 million, or 14%, from the June 30, 2020 balance, which increased $14 million, or 2%, from the June 30, 2019 balance. Additional information about net position is presented on page 25.

MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Table 3: Condensed Statements of Net Position as of June 30
(In millions)

	2021	% Change	Restated 2020	% Change	Restated 2019	2018	2017
Current Assets							
Operating Investments	$ 286	8%	$ 264	6%	$ 248	$ 252	$ 243
Other	83	28%	65	-13%	75	55	61
Noncurrent Assets							
Endowment investments	166	23%	135	-2%	138	154	147
Capital assets, net	689	1%	683	0%	685	700	700
Other	85	93%	44	-8%	48	57	67
Total Assets	**1,309**	**10%**	**1,191**	**0%**	**1,194**	**1,218**	**1,218**
Deferred Outflows of Resources	**18**	**-42%**	**31**	**41%**	**22**	**12**	**14**
Total Assets and Deferred Outflows	**$ 1,327**	**9%**	**$ 1,222**	**0%**	**$ 1,216**	**$ 1,230**	**$ 1,232**
Current Liabilities							
Long-term debt - current portion	$ 14	0%	$ 14	-7%	$ 15	$ 14	$ 15
Other	83	41%	59	0%	59	54	54
Noncurrent Liabilities							
Long-term debt	153	23%	124	-8%	135	148	161
Other	74	-53%	156	8%	145	180	179
Total Liabilities	**324**	**-8%**	**353**	**0%**	**354**	**396**	**409**
Deferred Inflows of Resources	**58**	**57%**	**37**	**-16%**	**44**	**20**	**25**
Total Liabilities and Deferred Inflows	**382**	**-2%**	**390**	**-2%**	**398**	**416**	**434**
Net investment in capital assets	550	1%	547	1%	542	551	544
Restricted							
Nonexpendable	69	3%	67	2%	66	59	59
Expendable	144	25%	115	-1%	116	115	114
Unrestricted	182	77%	103	10%	94	89	81
Total Net Position	**945**	**14%**	**832**	**2%**	**818**	**814**	**798**
Total Liabilities, Deferred Inflows and Net Position	**$ 1,327**	**9%**	**$ 1,222**	**0%**	**$ 1,216**	**$ 1,230**	**$ 1,232**

Managed Investment Pool (MIP)

The System pools certain funds for investment purposes including the System's endowment pool monies, endowment monies belonging to the System's affiliated organizations, and monies on behalf of the following entities: the UMS OPEB Trust, Maine Maritime Academy (MMA), and the University of Maine School of Law Foundation.

Chart 4 shows the June 30, 2019, 2020 and 2021 fair values of the MIP investments, including the amounts held on behalf of each entity.

Chart 4: Fair Value of MIP Investments by Entity
(In millions)
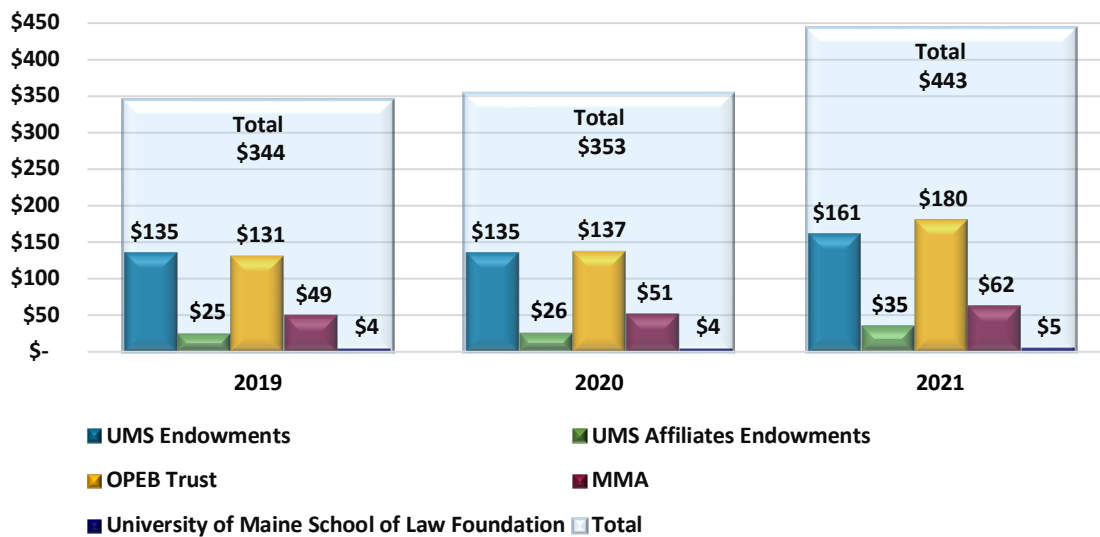
'UMS Endowments' noted in Chart 4 is the System's share of the MIP investments and is included as part of the 'Endowment Investments' noted in the accompanying Condensed Statements of Net Position. The portion of the MIP representing UMS Affiliates' Endowments is included in the Statements of Fiduciary Net Position as 'Investment in UMS endowment pool'. The total of the OPEB Trust, MMA, and the University of Maine School of Law Foundation portions of the MIP are included in the Statements of Fiduciary Net Position as 'Investment in UMS managed investment pool'.

The MIP investments are diversified among a number of asset classes to minimize risk while optimizing return. Chart 5 illustrates the percentage of holdings in each asset class and how they have changed over the past 5 years.

Chart 5: Asset Allocation Percentages for Managed Investment Pool

	2017	2018	2019	2020	2021
Timber	2%	1%	0%	0%	0%
International	24%	23%	25%	22%	21%
Hedge Funds	9%	6%	6%	6%	7%
Global Asset Allocation	23%	23%	15%	14%	7%
Global Equities	0%	0%	0%	9%	10%
Fixed Income	18%	21%	23%	22%	25%
Private Equity	0%	1%	1%	1%	1%
Domestic Equities	24%	25%	30%	24%	29%
Cash	0%	0%	0%	2%	0%
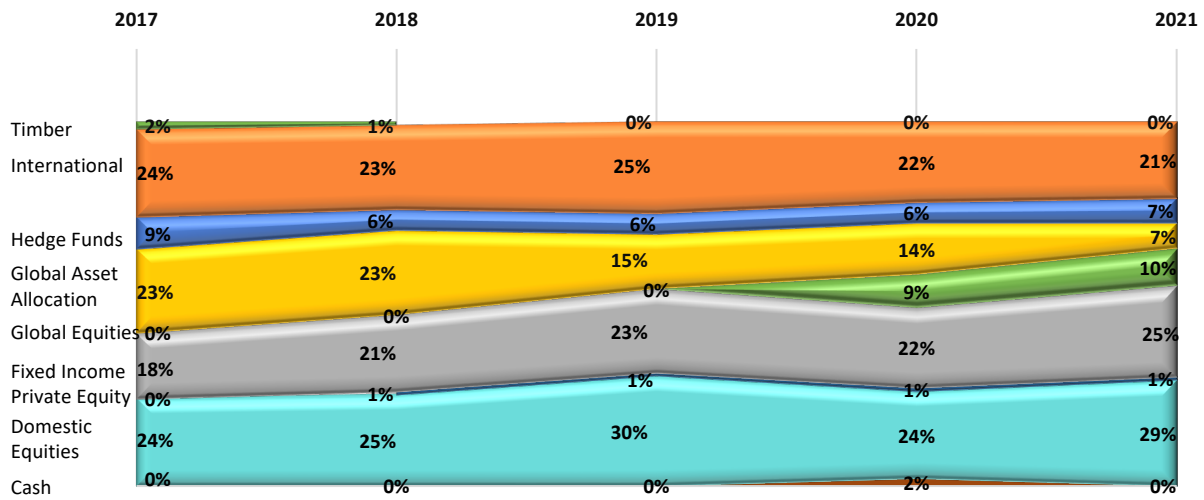
As shown in Chart 6, in FY21 the MIP realized a net of fees return of 27.1%, up from 1.1% in FY20. The pooled investments have a 5-year annualized net of fees return of 9.5%.

Chart 6: Total Return (Net of Fees)

Year	Return
2017	11.4%
2018	6.9%
2019	2.7%
2020	1.1%
2021	27.1%
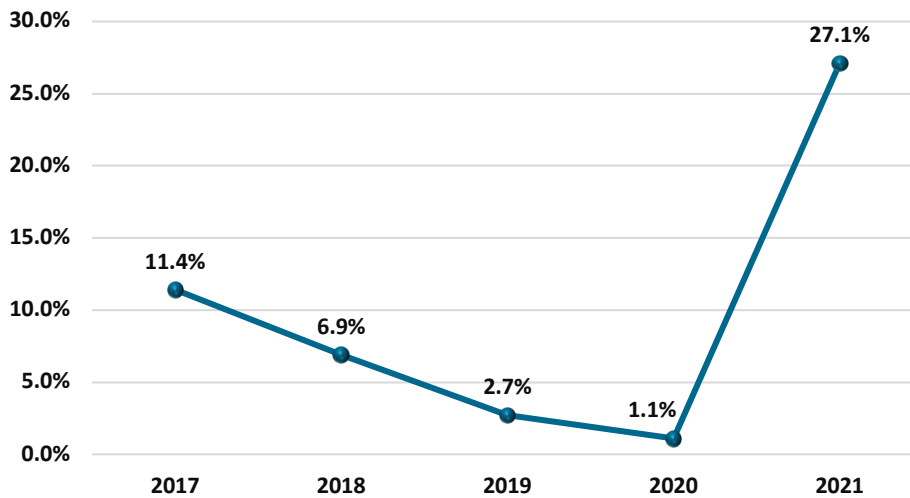
Endowments (Including Affiliates)

Endowments are generally created from donor gifts or bequests with the funds invested to create present and future income with the original amount of the gift (corpus) retained in perpetuity and are considered restricted non-expendable. If the donor established criteria to determine how the expendable amounts are to be used, such amounts are considered restricted expendable. If the use of expendable amounts is left to the discretion of the System, the endowment income and appreciation are considered unrestricted.

As mentioned in the previous MIP section, the System uses a pooled investment approach for its endowments (unless otherwise specified by the donor) and the endowments of three affiliates. Affiliates investing in the endowment pool include: the University of Maine at Fort Kent Foundation, the University of Southern Maine Foundation, and the John L. Martin Scholarship Fund, Inc.

As shown in Chart 7, the UMS and its affiliates share of these pooled endowment investments had a fair value of $196 million at June 30, 2021, an increase of $36 million from the prior year. This included an increase of $42 million in positive net performance less $7 million distributed for scholarships and other operating activities.

The pool's June 30, 2020 fair value of $161 million had increased $1 million from the 2019 year-end fair value of $160 million. This increase included endowment contributions of $5 million plus $2 million in positive net performance less $6 million distributed for scholarships and other operating activities.

Chart 7: Fair Values of UMS and Affiliates Pooled Endowments
(In millions)
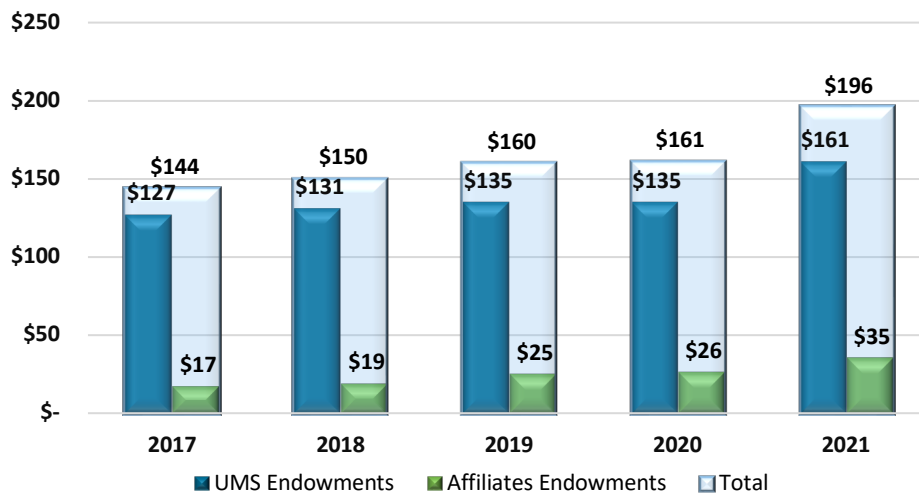
Of the $196 million in pooled endowment investment, $161 million are UMS Endowments and $35 million are Affiliates Endowments. The fair value of the UMS Endowments is reported as

part of the 'Endowment Investments' in the accompanying Condensed Statements of Net Position, and the fair value of the Affiliates Endowments is reported in the Statements of Fiduciary Net Position as 'Investment in UMS endowment pool'.

The UMS endowment distribution formula is designed to smooth market volatility. The method uses a 3-year market value average with a percentage-spending rate applied. The spending rate applied in FY17 thru FY21 was 4.5%.

Capital Assets and Debt Activities

Table 4 on the next page shows the status of major capital construction projects as of June 30, 2021 and the related budget approved by the UMS Board of Trustees.

The System's facilities are critical to each university's mission as they provide the physical framework and environment for education, research, cultural programs, and residential life. The System continually evaluates its long-term capital and strategic needs, including which facilities to upgrade, retire, or build. Capital assets are funded with various sources of funds including state bonds, gifts, grants, educational and general funds, and System revenue bonds.

During FY21, the System had capital asset additions of $50 million, which included $46 million of construction in progress, and $4 million of equipment. In FY20, the System had capital asset additions of $41 million, which included $31 million of construction in progress, $5 million of equipment and $5 million of software.

The System strives to manage all of its financial resources effectively, including the prudent use of debt to finance construction projects that support the System's mission. In May 2021, the System issued $43 million of bond anticipation notes (BAN) to partially finance UM's Ferland Engineering Education and Design Center project and USM's new residence hall project and new parking garage project both on the Portland campus. These three projects are noted in Table 4. The System anticipates issuing new revenue bonds in the spring of FY22 to pay off the BAN, to refund prior debt, and to finance additional capital projects.

The System's total outstanding debt as of June 30, 2021 was $167 million, an increase of $29 million, or 21%, from the FY20 total debt of $138 million. In FY20, total debt decreased $12 million, or 8%, from the FY19 total debt of $150 million.

Table 4: Major Capital Projects Completed During FY21 or In Progress at June 30, 2021
(In millions)

Project	Funding Source	Status	BOT Approved Budget
UMA			
• Augusta Campus Welcome Center	2018 State Bond	Complete	$ 0.35
• Randall Welcome Center	2018 State Bond	In Progress	2.10
• Handley Hall HVAC System Upgrade	2018 State Bond, Educational & General	In Progress	0.57
UMF			
• Dearborn Gym Hot Water Upgrades	2010 State Bond, 2018 State Bond	In Progress	0.85
UMFK			
• Enrollment/Advancement Center	2018 State Bond, Educational & General	In Progress	3.25
UM			
• Advanced Structures and Composites Center (ASCC) Equipment	Gift, Grant	In Progress	1.53
• Darling Marine Center Waterfront Infrastructure	Grants, Educational & General	In Progress	5.20
• Engineering Education and Design Center	Educational & General, Gifts	In Progress	72.00
• Wells Commons Generator	Auxiliary Funds	Complete	0.53
• CCAR EDA Hatchery Building Roof Replacement	Educational & General	Complete	0.56
• Hilltop Commons Servery Updates	Auxiliary Funds	Complete	0.93
• York Hall Kitchen Hood Replacement	Auxiliary Funds	Complete	0.95
• Energy Center Phase 2	Educational & General	In Progress	5.70
• ASCC Renovation - Mezzanine Office Expansion	Educational & General	In Progress	1.40
• Neville Hall Renovations	2018 State Bond	In Progress	1.50
• ASCC Green Engineering & Materials (GEM) Lab	Educational & General	In Progress	1.50
USM			
• Center for the Arts	Gifts	In Progress	1.00
• Woodward Hall Renovation	2018 State Bond, Educational & General	Complete	1.80
• Brooks Student Center Generator & Switchgear Installation	Educational & General	Complete	0.67
• Career and Student Success Center	2018 State Bond, Educational & General and Gifts	In Progress	26.60
• Portland Residence Hall	Revenue Bonds, Educational & General	In Progress	72.80
• Bailey Hall Fire Protection and Electrical Upgrades	2018 State Bond, Educational & General	In Progress	4.39
• Nursing Simulation Lab Science	2018 State Bond	Complete	1.50
• Brooks Patio Renovations	Educational & General	In Progress	0.65
• Wishcamper Parking Lot	Educational & General	In Progress	1.71
• Portland Parking Garage Study	Educational & General	In Progress	1.20
• Fitness Equipment Purchase and Space Renovation	Educational & General	In Progress	0.70
• Steam Line	Educational & General	In Progress	0.60
UMPI			
• Greenhouse	2013 State bond, Gifts, MEIF	Complete	0.93
• Folsom 105 Nursing Renovation	2018 State Bond	In Progress	0.80
• Wieden Renovation	2018 State Bond	In Progress	3.76
• Solar Array	Education & General	In Progress	0.70
UMS			
• IT Infrastructure - Wireless and Classroom Technology Upgrades	2017 Revenue Bond	In Progress	19.00
• MaineStreet Upgrade	2017 Revenue Bond	In Progress	2.00
TOTAL			$ 239.73

Deferred Outflows and Inflows of Resources

The System's deferred outflows and deferred inflows of resources primarily relate to the System's defined benefit pension plans and its other postemployment health plan (OPEB). The total of these deferrals can fluctuate significantly from year-to-year depending on changes in assumptions used for the plans, differences between expected and actual experience, and differences between projected and actual earnings on plan investments. To smooth the impact of these changes, they are amortized over a period of years.

At June 30, 2021 deferred outflows of resources totaled $18 million, a decrease of $13 million from the prior year balance of $31 million. The decrease is primarily due to a decrease of $13 million related to OPEB. In FY20, the System's deferred outflows of resources increased $9 million from the June 30, 2019 balance of $22 million, primarily due to a $9 million increase also related to OPEB.

Deferred inflows of resources of $58 million at June 30, 2021 increased $21 million from the $37 million at June 30, 2020. The increase is primarily due to an increase of $22 million related to the System's OPEB plan. In FY20, the System's deferred inflows of resources decreased $7 million from the $44 million at June 30, 2019, primarily due to a decrease of $7 million related to the System's OPEB plan.

Net Position

As seen in the Condensed Statements of Net Position shown in Table 3 on page 19, the System's total net position is presented by the below noted four categories.

Net investment in capital assets represents the historical cost of the System's capital assets reduced by total accumulated depreciation and outstanding balances of debt attributable to the acquisition, construction, or improvement of those assets. The System's net investment in capital assets was $550 million at June 30, 2021 and $547 million at June 30, 2020.

The FY21 increase in net investment in capital assets of $3 million was comprised of capital asset acquisitions of $50 million less $42 million of depreciation expense, less $2 million of capital asset retirements, less new debt of $16 million, plus a reduction in debt of $13 million.

The FY20 increase in net investment in capital assets of $5 million was comprised of capital asset acquisitions of $41 million less $42 million of depreciation expense, less $1 million of capital asset retirements, less new debt of $2 million, plus a reduction in debt of $14 million, less an increase in software licensing agreements of $3 million with Jaggaer and $1 million with TouchNet, and less a $1 million increase in deferred inflows related to the dining contract with Sodexo as the contract was renewed during FY20.

Restricted-nonexpendable net position represents the corpus of the System's permanent endowment funds. Items that impact this category of net position include new endowment gifts and fair value fluctuations for those endowments whose fair value has fallen below the endowment corpus. The June 30, 2021 balance of $69 million increased $2 million, or 3%, over

the $67 million at June 30, 2020. For FY20, restricted-expendable net position increased $1 million, or 2%, from the FY19 year-end balance of $66 million.

Restricted-expendable net position consists of a variety of funds including unexpended gifts, quasi-endowments and appreciation on true endowments, subject to externally imposed conditions on spending. The restrictions include a variety of purposes including student financial aid, capital asset acquisitions, research, and public service. The June 30, 2021 balance of $144 million increased $29 million, or 25% over the June 30, 2020 balance of $115 million. This increase is primarily attributable to $25 million of investment performance in excess of endowment income distributed for operations, plus a $2 million increase in unspent restricted gift balances, a $1 million increase in MEIF funds and a net $1 million increase from other managed restricted-expendable funds.

The FY20 net decrease of $1 million, or 1%, is primarily attributable to a $4 million increase in unspent restricted gift balances offset by a $3 million decrease in endowment values as endowment income distributed for operations exceeded actual investment performance.

Unrestricted net position is not subject to externally imposed stipulations; however, these resources are critical for the financial stability of the UMS and have been designated by management for specific areas, including operational and capital needs, compensating for operating investment and other budget fluctuations, and benefits costs including covering the risks associated with self-insured plans. Given both the physical and financial size of the System, funds must be readily available to cover various situations including emergency and other unforeseen expenditures, strategic priorities, operating losses, over-expenditures on budgeted items, and benefits costs.

The balance of $182 million at June 30, 2021 increased by $79 million, or 77%, from the FY20 year-end balance of $103 million. For FY20, unrestricted net position increased $9 million, or 10%, from the FY19 year-end balance of $94 million.

STATEMENTS OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION

The Statements of Revenues, Expenses, and Changes in Net Position reports operating revenues, operating expenses, nonoperating revenues (expenses), other changes in net position, and the resulting change in net position for the fiscal year.

Reclassification of Prior Year Revenues

The FY20 financial statements have been restated to reflect a correction in the reporting of grant revenue from the federal Pell student financial aid program. FY20 revenue in the amount of $37.8 million has been moved from the operating revenues section to the nonoperating revenues (expenses) section of the Statements of Revenues, Expenses, and Changes in Net Position. This classification correction has also been made to the 2019, 2018, and 2017 columns of the Condensed Statements of Revenues, Expenses, and Changes in Net Position shown in Table 5.

Overview of Condensed Statements of Revenues, Expenses, and Changes in Net Position

Table 5, on the next page, shows Condensed Statements of Revenues, Expenses, and Changes in Net Position for the past five fiscal years ended June 30. The FY21 change in net position of $113 million was significantly improved over the FY20 change in net position of $14 million. Primary factors in this shift include the following:

- $46 million in OPEB income, including a one-time reduction in expense of $49 million from a change in benefit terms, for FY21 compared with OPEB expense of $9.5 million for FY22;
- $13 million increase in net operating investment income; and
- $34 million increase in market returns for endowment investments.

The FY20 increase in net position of $14 million was up $10 million over that for FY19. The coronavirus relief funding of $15 million was a major factor in this increase, helping to compensate for room and board revenues lost from sending students home early in the spring semester due to the world-wide pandemic.

Table 5: Condensed Statements of Revenues, Expenses, and Changes in Net Position
Years Ended June 30
(In millions)

	2021	Restated 2020	2019	2018	2017
Operating Revenues					
Net student fees	$ 239	$ 248	$ 264	$ 256	$ 245
Grants, contracts and recovery of indirect costs	136	121	113	110	112
Other operating revenues	30	44	53	52	53
Total Operating Revenues	405	413	430	418	410
Operating Expenses	(679)	(716)	(724)	(692)	(668)
Operating Loss	(274)	(303)	(294)	(274)	(258)
Nonoperating Revenues (Expenses)					
Noncapital State of Maine appropriations	218	220	212	211	212
Federal Pell grants	35	38	40	40	38
Coronavirus relief funding	37	15	-	-	-
Gifts currently expendable	19	19	16	14	13
Endowment return used for operations	6	6	6	6	6
Investment income	22	9	12	7	10
Interest expense, net	(4)	(4)	(4)	(4)	(5)
Net Nonoperating Revenues (Expenses)	333	303	282	274	274
Income (Loss) Before Other Changes in Net Position	59	-	(12)	-	16
Other Changes in Net Position					
State of Maine capital appropriations	16	14	6	8	5
Capital grants and gifts	8	3	4	4	3
Endow. return, net of amount used for operations	29	(4)	(2)	3	8
Other	1	1	8	1	1
Total Other Changes in Net Position	54	14	16	16	17
Change in Net Position	$ 113	$ 14	$ 4	$ 16	$ 33

Operating and Nonoperating Revenue

UMS revenues and expenses are categorized as either operating or nonoperating.

- In addition to tuition and fees, the System receives operating revenue from other sources such as governmental and privately funded grants and contracts; gifts from individuals, foundations, and corporations; state appropriations; and investment income.

- Certain significant recurring revenues and expenses are considered nonoperating including state noncapital appropriations, federal Pell grants, coronavirus relief funding, gifts, endowment return used for operations, investment income, and interest expense.

The following pie charts illustrate the total operating and net nonoperating revenue sources used to fund the System's activities for FY21 and FY20.

Chart 8: Total Operating and Net Nonoperating Revenue

2021 - $738 million
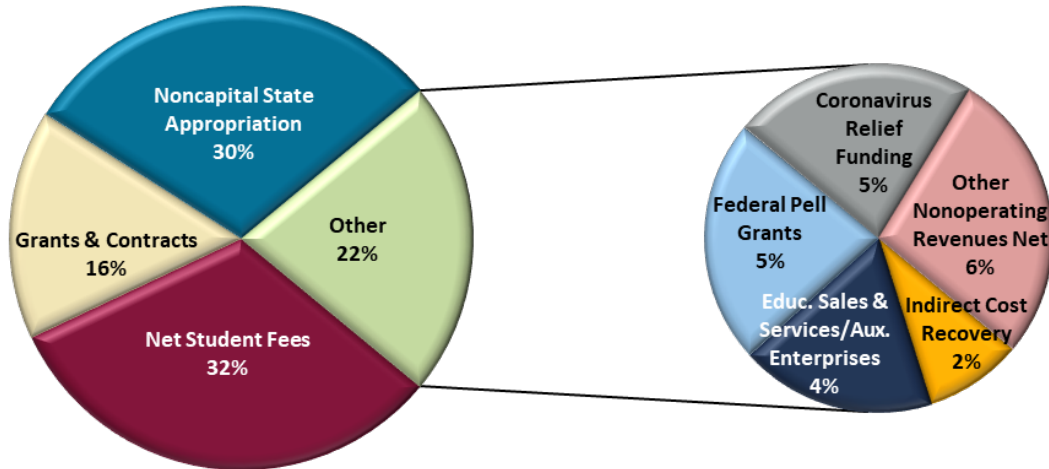
2020 - $716 million
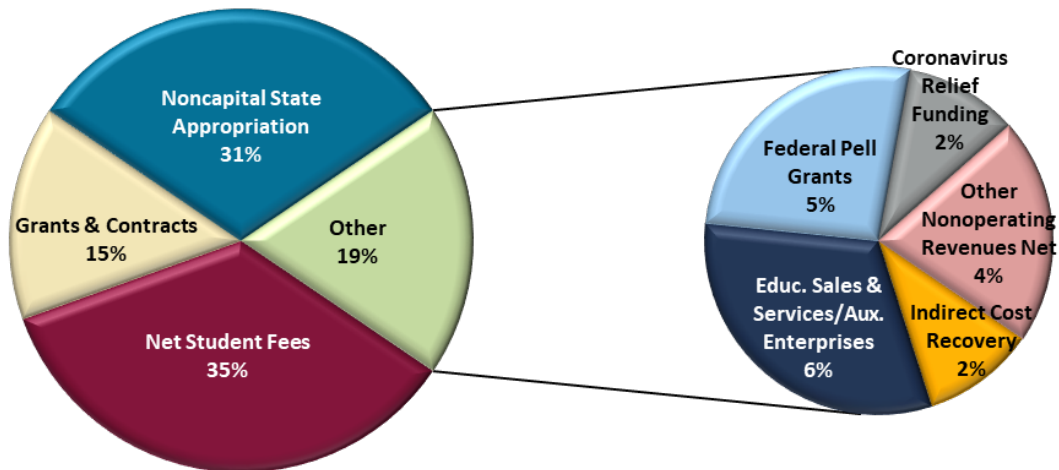
Net Student Fees Revenue

Net student fees of $239 million for FY21 are the largest source of revenues used to fund operating expenses, representing 32% of total operating and net nonoperating revenues. Net student fees of $248 million for FY20 represented 35% of that year's total operating and net nonoperating revenues.

Net student fees revenue is comprised of tuition and fees and residence and dining fees less scholarship allowances:

- Tuition and fees totaled $321 million in FY21, increasing $2 million, or less than 1%, from the prior year. FY20 revenues increased $6 million, or 2%, from FY19.

- Residence and dining fees of $40 million in FY21 were down $12 million, or 23%, compared with FY20 as the COVID-19 pandemic that began in late FY20 continued to impact operations. The System limited the number of students allowed to live on campus during FY21 as part of its emergency response to the continuing pandemic.

  FY20 residence and dining fees decreased $13 million, or 20%, compared with FY19, primarily attributable to sending students home early during the spring semester as part of the UMS' emergency response to the world-wide COVID-19 pandemic. Approximately 46%, or $13 million, of the spring semester room and board charges were refunded to the students.

- Scholarship allowances totaled $122 million in FY21, decreasing $1 million, or less than 1%, from the prior year. The FY20 scholarship allowances increased $9 million, or 8%, from FY19.

Student Financial Aid

Student financial aid awards are made from a variety of sources including federal, state, private, and university funds. Funding received by the UMS from third parties is recognized as grants and contracts revenue (operating), federal Pell grants revenue (nonoperating) or gift revenue (nonoperating) on the Statements of Revenues, Expenses, and Changes in Net Position while the distribution of aid from all sources is shown as one of two components:

1. Scholarship Allowances – financial aid retained by the System to cover students' tuition, fees, and on-campus housing and meals. These amounts are reported as a direct offset to operating revenues as a component of the net student fees revenue line.

2. Student Aid Expense – financial aid refunded to students to cover off-campus living costs, books, and other personal living expenses. These amounts are reported as operating expense.

Federal financial aid awards are based on a student's financial need considering their total cost of education which includes tuition and fees, housing and meals (both on and off campus), books, and other personal living expenses.

Chart 9: Total Financial Aid
(In millions)
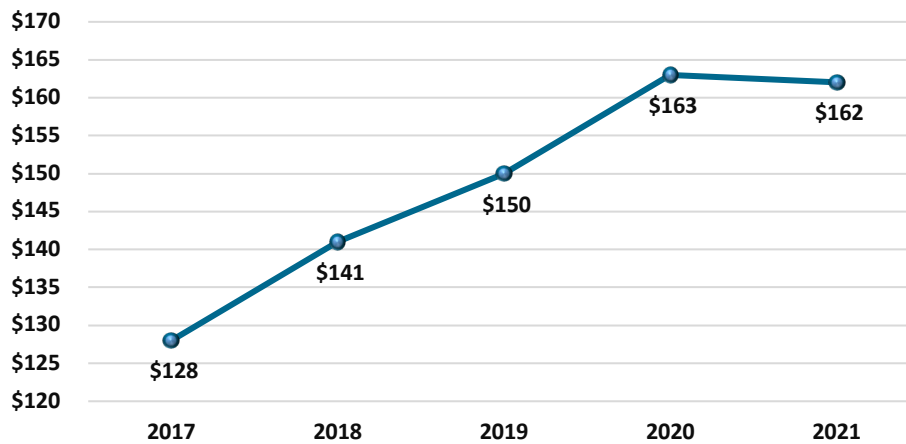
During FY21, total financial aid provided to students was $162 million, decreasing $1 million, or less than 1%, from FY20 financial aid of $163 million. The decrease includes a $3 million decrease in Pell awards and an increase of $1 million in FY21 funding from the federal Coronavirus Relief funds which were received for the first time in FY20.

During FY20, total financial aid provided to students was $163 million, increasing $13 million, or 9%, over FY19 financial aid of $150 million. The increase includes $8 million in FY20 funding from the federal Coronavirus Aid, Relief, and Economic Security Act in response to the COVID-19 pandemic, an increase of $7 million in institutional unrestricted aid, and a decrease of $2 million in Pell awards.

Grants, Contracts, and Indirect Cost Recovery

Grants and contracts revenues are recognized to the extent of related expenses. Consequently, reported revenues will fluctuate based on the timing of expenses across fiscal years. The System receives funding from federal, state, and private sources with the majority of funding being provided by the federal government for research activities. State research and development funding is often used to leverage federal dollars.

Chart 10: Grants, Contracts and Indirect Cost Recovery
(In millions)

	FY17	FY18	FY19	FY20	FY21
Federal, State, and Private Grants & Contracts	$100	$98	$99	$106	$119
Indirect Cost Recovery	$12	$12	$14	$15	$17
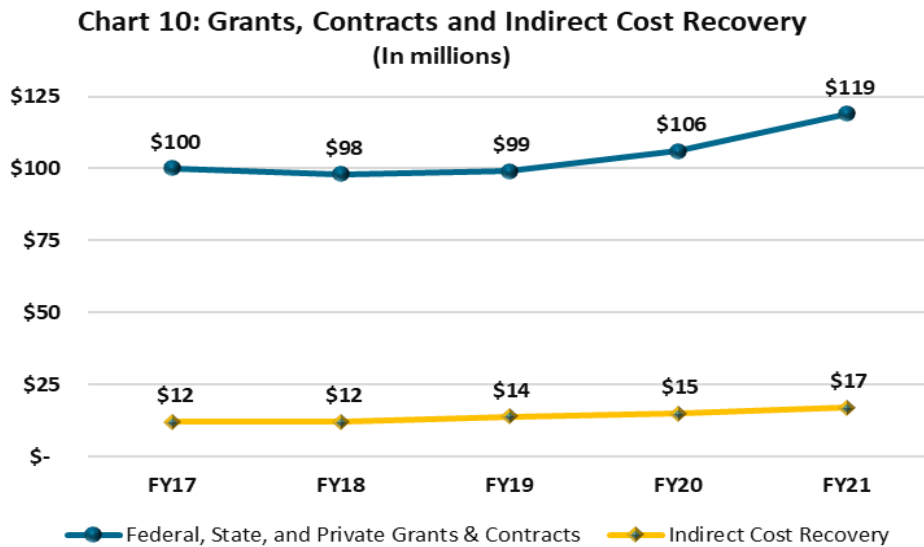
Grants and contracts operating revenues totaled $119 million in FY21, increasing $13 million, or 12%, from FY20. This increase is the net change in funding from over 430 different sponsors. The largest single funding increase was $1.4 million related to a corporate grant regarding innovative manufacturing techniques related to composites. In all, direct non-SFA Federal funding increased $6.1 million while direct and pass-through funding from the State increased by $3.6 million from FY20.

FY20 operating grants and contracts revenues totaled $106 million, increasing $7 million, or 7%, from FY19. This increase was the net change in funding from over 400 different sponsors. The largest single funding increase was a $2 million corporate grant regarding production capability related to composites.

In addition to providing for direct costs, grants and contracts sponsors provide for recovery of Facilities and Administrative (F&A) costs, which are also known as indirect costs. The amount of allowable F&A costs is calculated for each grant and contract using the applicable negotiated rate subject to specific sponsor limitations and other proposal and award conditions. Recovery of indirect costs totaled $17 million for FY21, increasing $2 million from FY20. Recovery of indirect costs totaled $15 million for FY20, which was an increase $1 million from FY19.

Noncapital State of Maine Appropriations

State noncapital appropriation revenue includes amounts for general operations and amounts legislatively earmarked for research and development, financial aid, and various other areas. Although not considered operating revenue under GASB reporting requirements, the noncapital state appropriation was the second largest funding source for educational and general operations behind net student fees.

As shown in Chart 11, the System received $218 million in noncapital state appropriation revenue during FY21, down $2 million, or 0.9% from FY20. The System received $220 million in noncapital state appropriation revenue during FY20, up $8 million, or 3.8%, from FY19.

At $218 million, noncapital state appropriation revenue covered 80% of the $274 million operating loss in FY21, up from the operating loss coverage level of 73% in FY20.

Chart 11: Noncapital State Appropriation and Annual Percentage Change
(In millions)
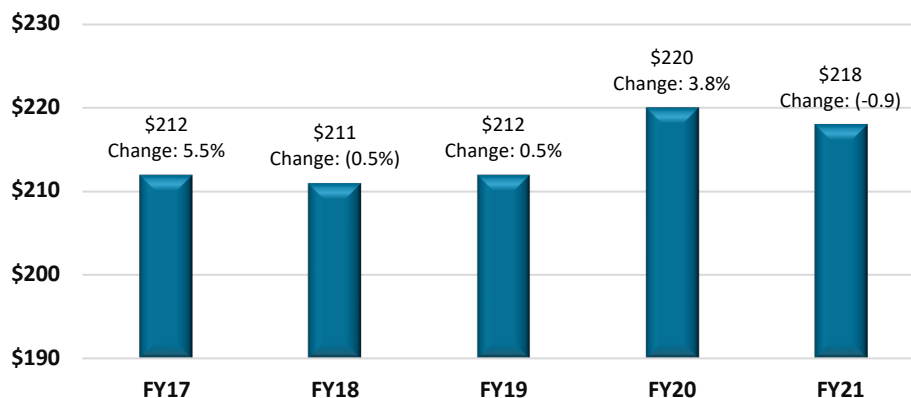
Coronavirus Relief Funding

The coronavirus relief funding of $36.6 million and $15.5 million for FY21 and FY20, respectively includes both a federal component and a state component.

Federal Funding

In response to the COVID-19 pandemic that began in March 2020, the federal government signed into law various acts to provide economic relief to the nation, including higher education. The U.S. Department of Education has awarded the System a total of $103.7 million under the following acts:

- Coronavirus Aid, Relief and Economic Security (CARES) Act - $17.9 million awarded in FY20.
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - $31.7 million awarded in FY21.

- American Rescue Plan (ARP) Act - $54.1 million awarded in late FY21.

Under these acts, the System received total awards of $44.7 million to use for emergency aid to students and total awards of $59 million to use for various other pandemic related costs including reimbursement of FY20 refunded room and board revenues and recovery of lost revenues.

In the accompanying financial statements, the System has recognized revenue from the above federal awards in accordance with GASB guidance. Under this guidance, revenue recognition does not necessarily correlate with the same fiscal year that the System applied allowable costs against the awards. For example, some of the FY21 revenue recognized in the accompanying financial statements related to costs applied against the federal awards in FY20. Also, certain costs applied against the federal awards in FY21 will not be recognized as revenue until FY22.

FY21 federal coronavirus relief funding revenue totals $29.3 million and is related to the following costs:

- Emergency awards made to students in FY21 - $9.0 million
- Reimbursement of FY20 room and board refunds - $5.5 million
- Recovery of lost FY21 lost revenues - $13.6 million
- Other pandemic related costs - $1.2 million

FY20 federal coronavirus relief funding revenue totals $15.5 million and is related to the following costs:

- Emergency awards made to students in FY20 - $8.2 million
- Reimbursement of FY20 room and board refunds - $7.2 million
- Other pandemic related costs - $100 thousand

State Funding

During FY21, the System was awarded $14.9 million in coronavirus relief from the State of Maine to be used for COVID-19 testing costs, personal protective equipment, and quarantine related costs. The System has recognized coronavirus relief funding revenue from this award in the amount of $7.3 million for FY21.

Cash Gifts

As shown in Chart 12, total cash gifts of $26 million received in FY21 were up $6 million from the prior year. FY21 gifts from university foundations, corporations, non-profits, and other donor types each increased $1 million, while alumni gifts increased $2 million. FY20 gifts from the non-profits decreased $5 million, and corporations, alumni gifts, and other donor types each decreased $1 million.

Of the $26 million in gifts received in FY21, 85% were restricted, 10% were endowed, and 5% were unrestricted. Of the $20 million in gifts received in FY20, 95% were restricted, 4% were endowed, and 1% were unrestricted.

Chart 12: Gifts by Donor Type
(In millions)
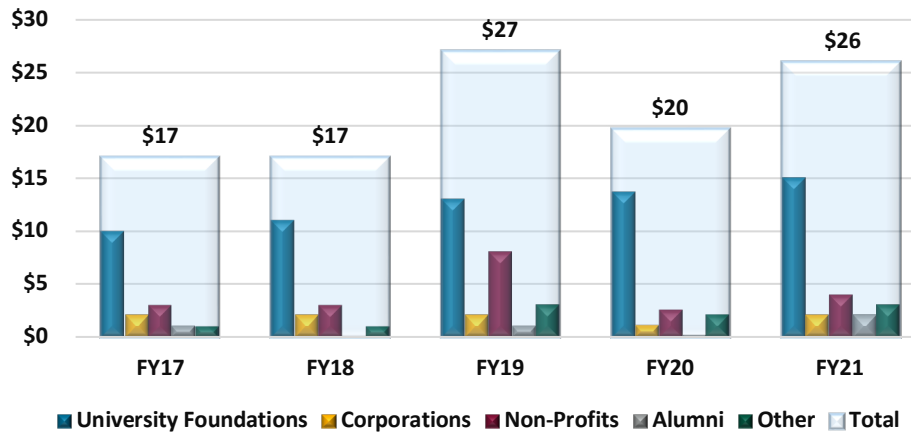
Operating Expenses

Table 6 shows expenses on a functional basis while Table 7 shows expenses by natural classification.

Table 6: Operating Expenses by Functional Classification
For the Years Ended June 30
(In millions)

	2021		2020		2019		2018		2017	
Instruction	$185	27%	$183	25%	$181	25%	$174	25%	$171	26%
Academic support	77	11%	73	10%	73	10%	74	11%	71	10%
Student services	57	9%	62	9%	61	9%	58	8%	54	8%
Subtotal	319	47%	318	44%	315	44%	306	44%	296	44%
Research	86	13%	80	11%	80	11%	76	11%	73	11%
Public service	60	9%	58	8%	59	8%	57	8%	60	9%
Institutional support	12	2%	65	9%	74	10%	64	9%	55	8%
Operation and maintenance of plant	63	9%	50	7%	52	7%	51	8%	51	7%
Depreciation and amortization	42	6%	42	6%	41	6%	40	6%	38	6%
Student aid	40	6%	40	6%	36	5%	34	5%	31	5%
Auxiliary enterprises	57	8%	63	9%	67	9%	64	9%	64	10%
Total Operating Expenses	$679	100%	$716	100%	$724	100%	$692	100%	$668	100%

Table 7: Total Expenses by Natural Classification
For the Years Ended June 30
(In millions)

	2021		2020		2019		2018		2017	
Operating:										
Compensation	$336	49%	$331	46%	$322	44%	$310	45%	$302	45%
Benefits	87	13%	129	18%	139	19%	124	18%	116	17%
Utilities	26	4%	28	4%	31	4%	30	4%	31	4%
Supplies and Services	148	21%	146	20%	155	21%	154	22%	150	22%
Depreciation and Amortizatio	42	6%	42	6%	41	6%	40	5%	38	6%
Student Aid	40	6%	40	5%	36	5%	34	5%	31	5%
Total Operating Expenses	679	99%	716	99%	724	99%	692	99%	668	99%
Nonoperating:										
Interest	4	1%	4	1%	4	1%	4	1%	5	1%
Total Expenses	$683	100%	$720	100%	$728	100%	$696	100%	$673	100%

Compensation costs were $336 million in FY21, up 1.5% from the FY20 total of $331 million while FY21 benefits totaled $87 million, down 33% from the FY20 total of $129 million. The FY21 decrease in benefits is primarily related to the changes in the System's OPEB plan noted on page 17. Compensation costs for FY20 saw an increase of 2.8% over the FY19 total of $322 million and FY20 benefits were down 7% from the FY19 total of $139 million.

STATEMENTS OF CASH FLOWS

The Statements of Cash Flows examines the changes in cash position for each year of operations. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the System during the fiscal year. These statements help users assess the System's ability to generate future cash flows, its ability to meet obligations as they become due, and its need for external financing.

STATEMENTS OF FIDUCIARY NET POSITION

The Statements of Fiduciary Net Position present assets that the System holds in a fiduciary or trustee capacity on behalf of various external entities and groups, including the following:

- UMS OPEB Trust
- UMS Defined Benefit plan
- Maine Maritime Academy
- University of Maine School of Law Foundation
- University of Maine at Fort Kent Foundation

- University of Southern Maine Foundation
- John L. Martin Scholarship Fund, Inc.
- Student government groups

As shown in the Condensed Statements of Fiduciary Net Position in Table 8, the System holds a total of $310 million in assets on behalf of the above noted entities. The vast majority of these assets are in the form of pooled investments, representing investment in the System's MIP, either directly or indirectly through the UMS Endowment Pool. See the discussion of the UMS' Managed Investment Pool and Endowments on pages 19 and 22, respectively for more information about these investments.

The Statements of Fiduciary Net Position also present liabilities and net position associated with the assets held on behalf of the external entities.

Table 8: Condensed Statements of Fiduciary Net Position as of June 30
(In millions)

	2021	% Change	2020	% Change	2019
Cash and cash equivalents	$ 2	0%	$ 2	0%	$ 2
Investments - pooled	283	30%	218	4%	209
Investments - other	25	0%	25	-7%	27
Total Assets	**310**	**27%**	**245**	**3%**	**238**
Total Liabilities	**-**	**0%**	**-**	**0%**	**-**
Pensions	25	0%	25	-7%	27
Postemployment benefits other than pensions	180	31%	137	5%	131
Pool participants	102	26%	81	4%	78
Student and other groups	3	50%	2	0%	2
Total Net Position	**$ 310**	**27%**	**$ 245**	**3%**	**$ 238**

STATEMENTS OF CHANGES IN FIDUCIARY NET POSITION

The Statements of Changes in Fiduciary Net Position show the fiscal year changes in the net position associated with assets held on behalf of the external entities noted in the prior discussion of the Statements of Fiduciary Net Position.

STRATEGIC VISION AND PRIORITIES

Unified Accreditation & Strategic Planning

UMS's unified accreditation, effective since July 1, 2020, opens the door to previously unavailable strategic opportunities for the System's universities to collaborate, share resources, and achieve educational efficiencies to better serve their students and the State of Maine. System leadership and representatives from all System universities and Maine Law are fully engaged in the significant work of preparing a self-study assessment report for the New England Commission of Higher Education (NECHE) in connection with NECHE's planned Fall 2022 comprehensive evaluation of the System's unified accreditation. RecognizTing that this work is ongoing, the Board recently charged the Chancellor to lead the System in the creation of a new UMS strategic plan. The UMS strategic planning process and resulting Strategic Plan will be informed by the NECHE unified accreditation self-study, Fall 2022 comprehensive evaluation visit and report, and the NECHE Standards for Accreditation.

The Maine Jobs and Recovery Plan – University Funding Allocation

The federal American Rescue Plan provided relief funding for states including a $1.13 billion allocation to the State of Maine for discretionary use by the Governor and Legislature to respond to the pandemic and support economic recovery. The passage of the Administration's Maine Jobs and Recovery Plan identifies priorities for using these funds including $35 million to be invested in critical university workforce infrastructure and experience opportunities thereby advancing economic recovery and Maine's 10-year strategic plan. These resources will accelerate talent development, research and innovation and the long-term economic growth and global competitiveness of Maine that responds to the COVID-19 public health emergency. Students will experience greater opportunities for exploratory learning, paid internships, and career preparation programs connected to the Maine workforce.

Harold Alfond Foundation Investment

Last fall, the Harold Alfond Foundation announced an historic $240 million investment over 12 years in the System. This extraordinary grant will support transformative changes in student success and retention, engineering, graduate and professional education, Division 1 athletics and gender equity at the state's largest educational, research, innovation and talent development asset.

Other Capital Investments

Improving the System's capital infrastructure is a strategic imperative with more than 50 percent of UMS's physical plant constructed or last renovated more than 50 years ago. Greater investment in our facilities and innovative partnerships are part of our plan.

Earlier this year UMS Trustees authorized expending funds to develop the 580-bed Portland Commons affordable student housing residence hall project and the career and student success center on USM's Portland campus. The campus development project is part of a series of proposed housing initiatives that the System is exploring to bring more beds to campuses in addition to Portland. Further, USM's new career and student success center will attract, retain, and prepare more career-ready college graduates for the Maine workforce.

Trustees also gave initial approval for UM to enter into a public-private partnership to repurpose two costly and currently unusable historic buildings on the Orono campus into a boutique hotel. An on campus facility of this nature will serve people attending academic conferences, cultural and athletic events, homecomings, commencements, and other functions, and may serve as a base of experiential learning opportunities for UMS students in tourism and hospitality programs.

In addition, Trustees approved funds at UMPI to renovate Weiden Hall to meet needs of the Owls' athletic program and build enrollment in health-related academic programs and at UMA to create a hub for student spaces, admissions, advising, registrar and financial aid. The Board also authorized UMS to negotiate and execute a lease agreement for an interim home for the Law School and the Maine Center in downtown Portland, saving the need to spend far greater amounts to shore up the current law school building, which has fallen into obsolescence. These are just some of the exciting projects taking place throughout our System with more to come.

University Credit Rating

The System routinely issues revenue bonds for its capital needs and S&P Global Ratings (S&P) reviews the credit worthiness of the System and its debt. In August 2021, S&P affirmed its AA- rating with a stable outlook for the UMS' revenue bonds, reflecting the strength of UMS' available resources for the rating category relative to medians and peer institutions. The stable outlook placed UMS ahead of the negative outlook for the not-for-profit higher education sector. In its overview, S&P assessed UMS' enterprise profile as strong, characterized by our breadth and depth of institutions and assessed our financial profile as very strong while noting significant future debt plans as a limiting factor. The revenue bonds are secured by a broad pledge of the System's available resources.

The State of Maine also periodically provides debt service and other capital support like its cumulative $50 million commitment towards the construction of the Ferland Engineering Education and Design Center at the UM. This commitment is being fulfilled with annual payments to the System, which began in FY19 and extend through FY29.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF NET POSITION
JUNE 30, 2021 AND 2020 (IN THOUSANDS)

	2021	2020 Restated
Assets		
Current Assets		
Cash and cash equivalents *(Note 2)*	$ 3,030	$ 7,282
Operating investments *(Note 3)*	286,062	264,046
Accounts, grants, and pledges receivable, net *(Note 4)*	74,647	52,312
Inventories and prepaid expenses	5,562	5,582
Notes and lease receivable, net *(Note 5)*	63	63
Total Current Assets	369,364	329,285
Noncurrent Assets		
Deposits with bond trustees *(Notes 3 and 6)*	34,203	5,778
Accounts, grants and pledges receivable, net *(Note 4)*	4,069	3,660
Notes and leases receivable, net *(Note 5)*	28,193	32,151
Net OPEB asset *(Note 14)*	18,058	-
Endowment investments *(Note 3)*	166,312	134,683
Capital assets, net *(Note 6)*	688,587	683,173
Irrevocable split interest agreements	847	1,765
Total Noncurrent Assets	940,269	861,210
Total Assets	1,309,633	1,190,495
Deferred Outflows of Resources *(Note 15)*	17,636	31,407
Total Assets and Deferred Outflows of Resources	**$ 1,327,269**	**$ 1,221,902**
Liabilities		
Current Liabilities		
Accounts payable	$ 18,585	$ 12,638
Unearned revenue and deposits *(Note 8)*	19,089	15,464
Accrued liabilities - current portion *(Notes 7, 11 and 13)*	44,104	30,380
Funds held for others - current portion	1,702	504
Long-term debt - current portion *(Note 7)*	13,736	13,816
Total Current Liabilities	97,216	72,802
Noncurrent Liabilities		
Accrued liabilities *(Notes 7, 11, 13 and 14)*	54,081	132,530
Funds held for others *(Note 3)*	248	201
Long-term debt *(Note 7)*	153,105	123,735
Government advances refundable *(Note 9)*	19,360	23,968
Total Noncurrent Liabilities	226,794	280,434
Total Liabilities	324,010	353,236
Deferred Inflows of Resources *(Note 15)*	58,565	36,558
Net Position		
Net investment in capital assets *(Note 10)*	549,870	547,323
Restricted		
Nonexpendable *(Note 10)*	69,149	66,656
Expendable *(Notes 3 and 10)*	143,604	115,378
Unrestricted *(Notes 3 and 10)*	182,071	102,751
Total Net Position	944,694	832,108
Total Liabilities, Deferred Inflows of Resources and Net Position	**$ 1,327,269**	**$ 1,221,902**

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF FINANCIAL POSITION – DISCRETELY PRESENTED COMPONENT UNIT
JUNE 30, 2021 AND 2020 (IN THOUSANDS)

	2021	2020
Assets		
Cash and cash equivalents	$ 1,651	$ 2,361
Other receivables	129	119
Promises to give, less allowance for uncollectible pledges of $140	8,364	8,034
Short-term investments	25,130	23,481
Cash surrender value of life insurance	188	170
Long-term investments, endowment	310,056	228,117
Long-term investments, life income plans	5,873	4,818
Notes receivable	21	34
Equity in Buchanan Alumni House	2,663	2,679
Investment real estate	5,525	5,526
Property and equipment, net of accumulated depreciation of $234 and $287, respectively	149	115
Other assets	524	543
Irrevocable trusts	7,662	6,794
Total Assets	**$ 367,935**	**$ 282,791**
Liabilities		
Accounts payable	$ 272	$ 336
Distributions due income beneficiaries	1,758	1,932
Accrued expenses	927	823
Deferred revenue	133	-
Notes payable	-	719
Custodial accounts payable	3,998	3,177
Total Liabilities	7,088	6,987
Net Assets		
Without donor restrictions	15,414	12,995
With donor restrictions	345,433	262,809
Total Net Assets	360,847	275,804
Total Liabilities and Net Assets	**$ 367,935**	**$ 282,791**

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2021 AND 2020 (IN THOUSANDS)

	2021	2020
Operating Revenues		
Tuition and fees	$ 320,684	$ 319,350
Residence and dining fees	39,894	52,111
Less: scholarship allowances	(122,104)	(123,712)
Net student fees	238,474	247,749
Federal, state and private grants and contracts	119,085	106,209
Recovery of indirect costs	17,308	14,668
Educational sales and services and other revenues	19,315	29,566
Other auxiliary enterprises	10,894	14,823
Total Operating Revenues	405,076	413,015
Operating Expenses		
Instruction	185,295	183,097
Research	85,791	80,098
Public service	59,435	57,914
Academic support	77,404	73,440
Student services	56,904	61,856
Institutional support	12,004	64,842
Operation and maintenance of plant	63,407	50,533
Depreciation and amortization *(Note 6)*	42,285	41,838
Student aid	40,122	39,662
Auxiliary enterprises	56,837	62,790
Total Operating Expenses	679,484	716,070
Operating Loss	(274,408)	(303,055)
Nonoperating Revenues (Expenses)		
Noncapital State of Maine appropriations	218,157	219,864
Federal Pell Grants	34,591	37,808
Coronavirus relief funding	36,602	15,456
Gifts currently expendable	19,165	19,400
Endowment return used for operations *(Note 3)*	6,006	5,603
Investment income *(Note 3)*	22,485	9,074
Interest expense, net *(Note 7)*	(3,818)	(4,044)
Net Nonoperating Revenues (Expenses)	333,188	303,161
Income Before Other Changes in Net Position	58,780	106
Other Changes in Net Position		
State of Maine capital appropriations	15,988	14,308
Capital grants and gifts	8,225	3,387
Endowment return, net of amount used for operations *(Note 3)*	29,406	(4,165)
True and quasi endowment gifts	2,582	787
Loss on disposal of capital assets	(2,395)	(511)
Total Other Changes in Net Position	53,806	13,806
Change in Net Position	**112,586**	**13,912**
Net Position - Beginning of the Year	832,108	818,196
Net Position - End of Year	$ 944,694	$ 832,108

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF ACTIVITIES – DISCRETELY PRESENTED COMPONENT UNIT
YEAR ENDED JUNE 30, 2021 WITH COMPARATIVE TOTALS FOR THE YEAR ENDED JUNE,
30 2020 (IN THOUSANDS)

	Without Donor Restrictions	With Donor Restrictions	Total 2021	Total 2020
Revenues, Gains, Losses, and Reclassification				
Contributions	$ 4,585	$ 18,869	$ 23,454	$ 22,663
Advancement services	3,694	-	3,694	3,653
Investment returns and other revenue	2,484	74,851	77,335	3,176
Reinvestment of donor funds	148	(148)	-	-
Gain from extinguishment of debt - Paycheck Protection Program	719	-	719	-
Net assets released from restrictions pursuant to endowment spending distribution	6,721	(6,721)	-	-
Net assets released from restrictions - other	4,227	(4,227)	-	-
Total Revenues, Gains, Losses, and Reclassification	22,578	82,624	105,202	29,492
Expenses and Losses				
Program services	16,134	-	16,134	16,037
Management and general	1,003	-	1,003	1,051
Fundraising	3,022	-	3,022	3,273
Total Expenses	20,159	-	20,159	20,361
Change in Net Assets	**2,419**	**82,624**	**85,043**	**9,131**
Net Assets - Beginning of Year	12,995	262,809	275,804	266,673
Net Assets - End of Year	$ 15,414	$ 345,433	$ 360,847	$ 275,804

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2021 AND 2020 *(IN THOUSANDS)*

	2021	2020 Restated
Cash Flows From Operating Activities		
Tuition, residence, dining, and other student fees	$ 236,417	$ 242,181
Grants and contracts	123,120	115,671
Educational sales and services and other auxiliary enterprise revenues	30,559	43,460
Payments to and on behalf of employees	(463,985)	(453,110)
Financial aid paid to students	(44,475)	(45,476)
Payments to suppliers	(165,433)	(175,917)
Loans issued to students	(1,791)	(1,898)
Collection of loans to students	5,091	5,640
Net Cash Used for Operating Activities	(280,497)	(269,449)
Cash Flows From Noncapital Financing Activities		
State appropriations	218,157	219,864
Federal Pell Grants	34,733	38,624
Coronavirus relief funding	23,339	13,521
Noncapital grants and gifts	23,942	18,811
Agency transactions	88	11,274
Net Cash Provided by Noncapital Financing Activities	300,259	302,094
Cash Flows From Capital and Related Financing Activities		
Proceeds from capital debt issuances	43,000	-
Capital appropriations	15,758	11,886
Capital grants and gifts	6,452	3,544
Proceeds from sale of capital assets	41	35
Acquisition and construction of capital assets	(46,210)	(31,686)
Principal paid on capital debt and leases	(12,869)	(13,690)
Interest paid on capital debt and leases	(5,334)	(5,848)
Net Cash Provided by (Used for) Capital and Related Financing Activities	838	(35,759)
Cash Flows From Investing Activities		
Proceeds from sales and maturities of investments	416,248	659,778
Purchases of investments	(447,045)	(668,053)
Earnings from investments	5,945	8,045
Net Cash Used for Investing Activities	(24,852)	(230)
Net Decrease in Cash and Cash Equivalents	(4,252)	(3,344)
Cash and Cash Equivalents - Beginning of Year-Restated	7,282	10,626
Cash and Cash Equivalents - End of Year	$ 3,030	$ 7,282

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2021 AND 2020 *(IN THOUSANDS)*

Reconciliation of operating loss to net cash used for operating activities:

	2021	**2020 Restated**
Operating Loss	$ (274,408)	$ (303,055)
Adjustments to reconcile operating loss to net cash used for operating activities:		
Depreciation and amortization	42,285	41,838
Changes in assets, liabilities, deferred outflows and deferred inflows:		
Accounts and grants receivable, net	(8,387)	(3,919)
Inventories and prepaid expenses	20	496
Notes receivable, net	3,895	3,762
Net OPEB asset	(18,057)	-
Irrevocable split interest agreements	918	334
Deferred outflows related to pensions	357	(8)
Deferred outflows related to OPEB	13,135	(8,943)
Accounts payable	2,176	(4,375)
Unearned revenue and deposits	3,601	953
Accrued liabilities	(63,431)	17,582
Grants refundable	(4,608)	(5,972)
Deferred inflows related to pensions	848	(371)
Deferred inflows related to OPEB	22,090	(7,008)
Deferred inflows related to split interest agreements	(918)	(334)
Deferred inflows related to dining contract	(13)	(429)
Net Cash Used for Operating Activities	**$(280,497)**	**$(269,449)**

Noncash investing, capital, and financing activities:

	2021	2020
Capital asset additions included in accounts payable and accrued liabilities as of June 30	$ 7,177	$ 3,406
Capital asset additions acquired through long-term debt	$ 106	$ 2,389
Capital asset additions acquired through long-term liabilities	$ -	$ 4,386
Capital asset additions acquired through service consession arrangements	$ 5	$ 1,433

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF FIDUCIARY NET POSITION
YEARS ENDED JUNE 30, 2021 AND 2020 *(IN THOUSANDS)*

	2021			2020		
	Pension and Other Employee Benefit Trust Funds	**Custodial Funds**		**Pension and Other Employee Benefit Trust Funds**	**Custodial Funds**	
		External Investment Pools	**Other Custodial Funds**		**External Investment Pools**	**Other Custodial Funds**
Assets						
Cash and cash equivalents *(Note 2)*	$ -	$ -	$ 2,674	$ -	$ -	$ 2,377
Investment in UMS managed investment pool *(Note 3)*	180,270	66,958	-	137,400	55,083	-
Investment in UMS endowment pool *(Note 3)*	-	35,190	-	-	25,857	-
Other investments *(Note 3)*	25,291	-	-	24,609	-	-
Prepaid expenses	-	-	5	-	-	-
Total Assets	205,561	102,148	2,679	162,009	80,940	2,377
Liabilities						
Accounts payable and other liabilities	-	-	29	-	-	22
Total Liabilities	-	-	29	-	-	22
Net Position Restricted for:						
Pensions	25,291	-	-	24,609	-	-
Postemployment benefits other than pensions	180,270	-	-	137,400	-	-
Pool participants	-	102,149	17	-	80,939	9
Student and other groups	-	-	2,633	-	-	2,346
Total Net Position	$ 205,561	$ 102,149	$ 2,650	$ 162,009	$ 80,939	$ 2,355

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
STATEMENTS OF CHANGES IN FIDUCIARY NET POSITION
YEARS ENDED JUNE 30, 2021 AND 2020 (IN THOUSANDS)

	2021			2020		
	Pension and Other Employee Benefit Trust Funds	Custodial Funds External Investment Pools	Other Custodial Funds	Pension and Other Employee Benefit Trust Funds	Custodial Funds External Investment Pools	Other Custodial Funds
Additions						
Contributions						
Employer contributions	$ 13,380	$ -	$ -	$ 13,590	$ -	$ -
Retiree contributions	2,225	-	-	2,597	-	-
Contributions to investment pools	-	4,501	-	-	3,111	-
Private donations	-	-	23	-	-	29
Total contributions	15,605	4,501	23	16,187	3,111	29
Investment income						
Interest and dividends	2,226	1,101	1	2,431	1,196	36
Net increase in fair value of investments	40,107	21,048	-	1,302	62	-
Total investment income	42,333	22,149	1	3,733	1,258	36
Less investment expense	(1,240)	(595)	-	(959)	(456)	-
Net investment income	41,093	21,554	1	2,774	802	36
Other additions						
Student activity fees	-	-	1,932	-	-	2,473
Endowment income distribution	-	-	857	-	-	764
Other income	-	-	267	-	-	471
Total other additions	-	-	3,056	-	-	3,708
Total additions	56,698	26,055	3,080	18,961	3,913	3,773
Deductions						
Beneficiary payments	13,133	-	-	14,834	-	-
Investment pool distributions	-	4,845	-	-	987	-
Distribute activity fees	-	-	1,161	-	-	1,496
Distribute other revenues	-	-	9	-	-	103
Donations and sponsorships	-	-	845	-	-	744
Purchases by student and other groups	-	-	770	-	-	1,215
Administrative costs	13	-	-	33	-	-
Total deductions	13,146	4,845	2,785	14,867	987	3,558
Change in Fiduciary Net Position	43,552	21,210	295	4,094	2,926	215
Net Position - Beginning of the Year	162,009	80,939	2,355	157,915	78,013	2,140
Net Position - End of Year	$ 205,561	$ 102,149	$ 2,650	$ 162,009	$ 80,939	$ 2,355

See accompanying notes to the basic financial statements.

UNIVERSITY OF MAINE SYSTEM
NOTES TO FINANCIAL STATEMENTS
YEARS ENDED JUNE 30, 2021 AND 2020 (IN THOUSANDS)

1. SIGNIFICANT ACCOUNTING POLICIES

a. Organization

The University of Maine System ("the System"), a discretely presented component unit of the State of Maine, consists of seven universities, eight centers, and a central administrative office. All activities of the System are included in the accompanying financial statements, including those of its discretely presented component unit, the University of Maine Foundation, which is a not-for-profit entity controlled by a separate governing board whose goal is to support the System (see Note 16). The component unit receives funds primarily through donations and contributes funds to the System for student scholarships and institutional support.

b. Basis of Presentation

The accompanying financial statements of the System have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (GAAP), as prescribed by the Governmental Accounting Standards Board (GASB).

Under the System's policy, operating activities in the Statements of Revenues, Expenses, and Changes in Net Position are those that generally result from exchange transactions such as payments received for services and payments made for the purchase of goods and services and certain grants. Certain other transactions are reported as nonoperating activities in accordance with GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities.* These nonoperating activities include the System's noncapital appropriations from the State of Maine, federal pell grants, coronavirus relief funding, gifts currently expendable, endowment return used for operations, net investment income, and interest expense.

In FY21 the System adopted GASB Statement No. 84, *Fiduciary Activities* (GASB No. 84). This statement addresses accounting and financial reporting related to the System's fiduciary funds and activity. This statement establishes criteria for identifying fiduciary activities and describes four fiduciary funds that should be reported, if applicable: (1) pension (and other employee benefit) trust funds, (2) investment trust funds, (3) private-purpose trust funds, and (4) custodial funds. Custodial funds generally should report fiduciary activities that are not held in a trust or equivalent arrangement that meets specific criteria.

Under GASB No. 84, fiduciary activities are reported in the fiduciary fund financial statements of the basic financial statements. The Statements of Fiduciary Net Position is used to report the assets, deferred outflows of resources, liabilities, deferred inflows of resources,

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

and fiduciary net position of pension (and other employee benefit) trust funds, investment trust funds, private-purpose trust funds, and custodial funds. The Statement of Changes in Fiduciary Net Position is used to report additions to and deductions from identified fiduciary funds. The System adopted the provisions of GASB No. 84 retroactive to July 1, 2019, and has restated its FY20 financial statements in accordance with the provisions of GASB No. 84. The adoption of GASB No. 84 is described further in Note 18.

c. Fiduciary Funds

The System holds these funds on behalf of other entities as a trustee or fiduciary. The System is responsible for ensuring such assets are used only for their intended purposes and by those to whom the assets belong.

The System reports its fiduciary funds in the following financial statements that accompany these notes.

> **Statements of Fiduciary Net Position** – Presents the assets held by the System in a fiduciary capacity as of June 30 along with the related deferred outflows of resources, liabilities, deferred inflows of resources, and net position.

> **Statements of Changes in Fiduciary Net Position** – Presents the components of the fiscal year change in net position of the fiduciary funds.

The System's fiduciary financial statements include the following types of fiduciary funds:

> **Pension and Other Employee Benefit Trusts** – These funds include the assets associated with the System's Defined Benefit Plan for classified employees and its OPEB health plan.

> **External Investment Pools** – These are a type of custodial fund and represent amounts invested by external parties in the System's management investment and endowment pools.

> **Other Custodial Funds** – These custodial funds are held on behalf of various student government groups.

d. Net Position

The accompanying Statements of Net Position present the System's net position (assets plus deferred outflows of resources less liabilities and deferred inflows of resources) in the following four categories:

> **Net investment in capital assets:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets. It also includes the premiums/discounts related to the outstanding debt. This category excludes the portion of debt attributable to unspent bond proceeds.

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Restricted – nonexpendable: Net position subject to externally imposed conditions that the System maintain them in perpetuity. Such net position includes the historical gift value of restricted true endowment funds. In the event that market fluctuations have caused the fair value of an endowment to fall below corpus, the related net position is valued at the lower fair value amount.

Restricted – expendable: Net position subject to externally imposed conditions that can be fulfilled by the actions of the System or by the passage of time. Such net position includes the accumulated net gains on true endowment funds, restricted gifts and income, and other similarly restricted funds.

Unrestricted: All other categories of net position. Unrestricted net position may be committed by actions of the System's Board of Trustees.

The System has adopted a policy of generally utilizing restricted – expendable resources, when available, prior to unrestricted resources.

e. Cash and Cash Equivalents

The System considers all highly liquid investments (including restricted assets) with a maturity of three months or less when purchased to be cash equivalents.

f. Investments

All investments are reported at fair value except for the state pool, which is reported at amortized cost. System management is responsible for the fair measurement of investments reported in the financial statements. The System has implemented policies and procedures to assess the reasonableness of the fair values provided and believes that reported fair values at the Statements of Net Position dates are reasonable.

Pooled Third party investments: Three outside entities, the UMS Other Postemployment Benefit (OPEB) Trust, Maine Maritime Academy and the University of Maine School of Law Foundation, pool monies with the System's endowment pool. Investment performance results of these pooled monies are allocated on a pro rata basis based on the number of pool shares held by each entity. Contributions to and withdrawals from the pool are allowed only on the first business day of a calendar quarter.

Investment of these monies follows guidelines approved by the System's Board of Trustees Investment Committee. These guidelines are further disclosed in the remainder of this Note and Note 3 to these financial statements as part of the discussion of endowments.

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Endowment: The System follows the pooled investment concept for its endowed funds, whereby all invested funds are included in one pool, except for funds that are separately invested as directed by the donor. Investment income is allocated to each endowed fund in the pool based on its pro rata share of the pool.

The income produced by the fund, including realized and unrealized gains, can be used to meet the spending objective. As determined by policy, the expendable income objective was 4.5% for FY21 and FY20. The percentage was applied to a 3-year market value average to determine expendable income.

Under State of Maine law, subject to the intent of a donor expressed in the gift instrument, an institution may appropriate for expenditure or accumulate so much of an endowment fund as the institution determines is prudent for the uses, benefits, purposes and duration for which the endowment fund is established. The System's policy is to spend endowment appreciation to the extent of the approved annual spending rate while not invading corpus. The return (loss) net of the amount used for operations is presented as Other Changes in Net Position in the Statements of Revenues, Expenses and Changes in Net Position.

Authorized Investment Vehicles - Operating Investments: The System has a three-tiered approach regarding its operating investments:

- **Liquidity Pool** – The purpose of this pool is to meet the day-to-day obligations of the System. It consists of funds that are invested in a portfolio of highest quality short-term fixed-income securities (e.g., Treasury obligations, agency securities, repurchase agreements, money market funds, commercial paper, and/or short-term bond mutual funds) with adequate liquidity. The average quality of the pool will be rated at least "A-1" by Standard and Poor's (or equivalent).

- **Income Pool** – The purpose of this pool is to provide sufficient income to meet budgetary goals and provide additional diversification to minimize downside risk. This pool invests in a diversified portfolio which may include items such as, but not limited to, fixed income securities, Federal Deposit Insurance Corporation insured or adequately collateralized certificates of deposit (CDs), or unconstrained, short or intermediate term bond funds with a normal average duration of -2 to 7 years. The pool may invest in funds rated from BB to AAA quality. The overall average quality rating of this pool will be at least "A-" by Standard and Poor's (or equivalent).

- **Total Return Pool** – This pool is expected to add diversification and growth to the portfolio and may invest in diversified assets made up of, but not limited to, equities, hedge funds, and global asset allocation mandates.

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Authorized Investment Vehicles - Endowment Investments: The fund is diversified both by asset class and within asset classes. To have a reasonable probability of consistently achieving the Fund's return objectives, the following asset allocation policy ranges were applicable as of June 30, 2021 and 2020:

	2021	2020
Equity securities	49-69%	45-65%
Fixed income securities	16-36%	15-35%
Other	5-25%	10-30%
Cash	0-10%	0-10%

Authorized Investment Vehicles - Deposits with Bond Trustees: These monies are invested in accordance with the governing bond resolutions and arbitrage certificates.

g. Gifts and Pledges

Gifts are recorded at their fair value at the date of gift. Promises to donate to the System are recorded as receivables and revenues when the System has met all applicable eligibility and time requirements. Gifts and bequests to be used for endowment purposes are categorized as endowment gifts. Other gifts are categorized as currently expendable. Pledges receivable are reported net of amounts deemed uncollectible and after discounting to the present value of the expected future cash flows. Since the System cannot fulfill the time requirement for gifts to endowments until the gift is received, pledges to endowments are not reported. Because of uncertainties with regard to their realizability and valuation, bequests and intentions to give and other conditional promises are not recognized as assets until the specified conditions are met.

h. Grants and Contracts and Capital Appropriations

The System records a receivable and corresponding revenue for grants and contracts and capital appropriations at the point all eligibility requirements (e.g., allowable costs are incurred) are met.

i. Inventories

Inventories are stated at cost. Cost is determined using the first-in, first-out method or the average-cost method.

j. Capital Assets

Capital assets which include property, plant, equipment, intangible assets and library holdings are recorded at cost when purchased or constructed and at acquisition value at date of donation. Costs for maintenance, repairs and minor renewals and replacements are expensed as incurred; major renewals and replacements are capitalized.

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

Prior to July 1, 2003, library materials were generally capitalized and depreciated over a ten-year period. Effective July 1, 2003, the System began to expense library materials as incurred. The System will retain the undepreciated library materials balance as a core non-depreciating asset.

The System does not capitalize and depreciate its collections of historical treasures and works of art because it is the System's policy that:

- Works of art and historical treasures are to be held for public exhibition, education, or research in furtherance of public service, rather than for financial gain.

- Works of art and historical treasures are to be protected, kept unencumbered, cared for, and preserved.

- Proceeds from sale of works of art and historical treasures are to be used to acquire other items for the collections.

A capitalization threshold of $50 is used for buildings, building additions and improvements, land improvements and internally generated intangibles. Equipment (including equipment acquired under capital leases) and purchased software are capitalized with a unit cost of $5 or more. These assets, with the exception of land, are depreciated and amortized using the straight-line basis over the estimated useful lives of the related assets, which range from 4 to 60 years.

k. Irrevocable Split-Interest Agreements

The System's irrevocable split-interest agreements consist of the System's remainder interest in trusts held by third parties. The System reports these irrevocable split-interest agreements as assets and deferred inflows of resources when it becomes aware of the agreement and has sufficient information to measure its beneficial interest. The System recognizes the annual change in the fair values of the split interest agreements as an increase or decrease in the asset and the related deferred inflows of resources. The System will recognize revenue at the termination of the agreement, as stipulated in the irrevocable split-interest agreement. Also, at the termination of the agreement, the split-interest asset and the related deferred inflow of resources will be eliminated.

l. Unearned Revenue and Deposits

Unearned revenue and deposits in the Statements of Net Position consists primarily of grant and contract advances and deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year. Unearned revenue for summer programs is presented net of waivers. Other expenses related to unearned revenue for summer programs are presented as prepaids in the Statements of Net Position (e.g., scholarships, supplies).

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

m. Compensated Absences

Employees earn the right to be compensated during absences for annual vacation leave. The accompanying Statements of Net Position reflect an accrual for the amounts earned, including related benefits ultimately payable. The System accounts for the vacation leave hours on a last-in, first-out basis. A portion of this liability is classified as current and represents the System's estimate of vacation time that will be paid during the next fiscal year to employees leaving the System.

n. Deferred Outflows and Deferred Inflows of Resources

Deferred outflows of resources are the consumption of assets or increase in liabilities that is applicable to future reporting periods. Deferred outflows of resources are presented separately after Total Assets in the Statements of Net Position.

The System's deferred outflows consist of:

1. The difference between the reacquisition price and the carrying value of refunded revenue bonds. These amounts are to be recognized as a component of interest expense over the shorter of the remaining life of the refunded bonds or the life of the new bonds.

2. Assumption and experience changes and net investment losses that increase the pension and OPEB liabilities. These amounts are to be recognized as components of pension and postemployment health expense in future reporting periods.

Deferred inflows of resources are the acquisition of assets or reduction of liabilities that is applicable to future reporting periods. Deferred inflows of resources are presented separately after Total Liabilities in the Statements of Net Position.

The System's deferred inflows of resources consist of:

1. Assumption and experience changes and net investment gains that reduce the pension and OPEB liabilities. These amounts are to be recognized as components of pension and postemployment health expense in future reporting periods.

2. The unamortized balances of a service concession arrangement with Sodexo America, LLC that provided the System with equipment, facility improvements, and a signing bonus. These amounts will be recognized as revenue over the life of the agreement.

3. An offsetting credit to the fair value of the System's remainder interest in irrevocable split-interest agreements. These deferrals will be recognized as gift income at the termination of the split-interest agreement.

1. SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

o. Net Student Fees

Student tuition, dining, residence, and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts are paid directly to, or refunded to, the student and are generally reflected as student aid expense.

p. Tax Status

The System is exempt from income taxes under Section 115 of the Internal Revenue Code ("the Code") as a governmental entity. It is also recognized by the Internal Revenue Service as an organization described in Section 501(c)(3) of the Code.

q. Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. The most significant estimates in the financial statements include liabilities for self-insured plans, pension and other retirement benefit obligations, as well as allowances for uncollectible receivables. Actual results could differ from those estimates.

r. Reclassifications

Certain FY20 items in the accompanying financial statements have been reclassified, without effect on total net position, to conform to the FY21 presentation. The most significant change was the reclassification of federal Pell grant revenue from the operating revenues section of the Statements of Revenues, Expenses and Changes in Net Position to the nonoperating revenues section.

2. CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of bank failure, the System's deposits, including those held in a fiduciary capacity, may not be returned. Deposits are considered uninsured if they are not covered by depository insurance and are (a) uncollateralized, (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the System's name. The System's policy is that with the exception of daily operating cash, it will carry no deposits that are uncollateralized or uninsured. As of June 30, 2021 and 2020, bank balances with uninsured or uncollateralized operating cash deposits were $1,156 and $726, respectively.

3. INVESTMENTS

a. Composition and Fair Value Measurements

Composition and Purpose of Investments:

The System uses a pooled investment approach for its endowments (including Affiliates' endowments invested with the System) unless otherwise required by the donor. As previously noted, three outside entities - the UMS OPEB Trust, Maine Maritime Academy, and the University of Maine School of Law Foundation - pool monies for investment purposes with the System's endowment. Investment policies and strategies are determined for this combined Managed Investment Pool (MIP). Fair values, credit ratings, and interest rate risk for the entire investment pool are presented below under "DB Plan and MIP investments". The amount held for the three outside entities are shown as "MIP held on behalf of outside entities".

Operating Investments: The System's operating investments are available to fund operations or other purposes as determined by System management.

Deposits with Bond Trustees: Deposits with bond trustees are composed of unexpended bond proceeds from bond issuances, bond anticipation notes and escrow accounts associated with the System's lease-purchase program.

Endowment Investments: Except for certain gifts invested separately at the request of the donors ($716 and $491 at June 30, 2021 and 2020, respectively), the System's endowment is managed as a pooled investment fund using external investment managers. The University of Maine at Fort Kent Foundation, the University of Southern Maine Foundation, and the John L. Martin Scholarship Fund, Inc. participate in the System's endowment pool through a management agreement. The fair values of the investments held for these affiliated organizations at June 30, 2021 and 2020, respectively are $35,190 and $25,857, and are reported as investments in the UMS endowment pool in the accompanying Statements of Fiduciary Net Position.

Endowed gifts are invested to generate income to be used to fund various activities such as scholarships and research as specified by the donors. The total endowment accumulated net income and appreciation available to the System for spending is as follows at June 30:

	2021	2020
Restricted - expendable	$76,199	$51,028
Unrestricted	20,697	16,754
Total available for spending	$96,896	$67,782

3. INVESTMENTS - CONTINUED

Investments for the Defined Benefit Plan – Classified Employees: These pension plan investments offset the Total Pension Liability of the System's Defined Benefit Plan – Classified Employees (DB Plan) described in Note 13d. They are managed by the System and their fair values, credit ratings, and interest rate risk are presented below in the "DB Plan and MIP investments".

Fair Value Measurements:

GASB Statement No. 72, *Fair Value Measurement and Application* (GASB No. 72), defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the entity's principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GASB No. 72 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value, and describes three levels of inputs that may be used to measure fair value:

Level 1.   Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the entity has the ability to access as of the measurement date. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these securities does not entail a significant degree of judgement.

Level 2.   Valuations based on significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilites, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3.   Valuations based on inputs that are unobservable and significant to the overall fair value measurement. They reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

The above hierarchy is based on the valuation inputs used to measure the fair value of the asset and gives the highest priority to level 1 measurements and the lowest priority to level 3 measurements. Investments that are measured at fair value using net asset value (NAV) per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy.

The System measures the fair value of investments in certain entities that do not have a quoted market price at the calculated NAV per share or its equivalent. As these investments are not readily marketable the estimated value is subject to uncertainty, and therefore, may differ from the value that would have been used had a ready market for the investments existed.

3. INVESTMENTS - CONTINUED

The **System's operating investments and deposits with bond trustees** were composed of the following at June 30, 2021:

	Total	Level 1	Level 2	Level 3	Credit Rating		Interest Rate Risk
			Fair Value Measurements Using:				
Operating Investments measured at fair value:							
Equities:							
Multi-strategy funds	$ 52,919	$ 52,919	$ -	$ -			
Fixed income funds:							
Bonds	117,535	41,482	76,053	-	Not rated	1.28-6.58 years	Duration
Money markets	28,519	28,519	-	-	Not rated	28-47 days	Weighted Average Maturity
Total operating investments at fair value level	**198,973**	**$122,920**	**$76,053**	**$ -**			
Operating investments measured at NAV							
Equities: Multi-Strategy	15,706						
Bank loans	18,587				Not rated	.30 years	Duration
Total operating investments measured at NAV	34,293						
Total operating investments measured at fair value plus NAV	233,266						
State pool measured at amortized cost	52,796				Not rated	.69 years	Duration
Total operating investments	**$ 286,062**						
Deposits with Bond Trustees:							
Bonds and money markets	**$ 34,203**	**$ 34,203**	**$ -**	**$ -**	Not rated	28-47 days	Weighted Average Maturity

C58

3. INVESTMENTS - CONTINUED

The **System's DB Plan and MIP investments** were composed of the following at June 30, 2021:

	Total	Level 1	Level 2	Level 3	Credit Rating	Interest Rate Risk	
Investments measured at fair value:							
Equities:							
Equity securities	$ 13,600	$ 13,600	$ -	$ -			
Equity funds	51,613	51,613	-	-			
Multi-strategy funds	31,396	31,396	-	-	Not rated	Not rated	
Fixed income funds:							
Money markets	2,490	2,490	-	-	Not rated	27 days	Weighted Average Maturity
Bonds	60,494	60,494	-	-	Not rated	1.28-7.5 years	Duration
Real assets	2,161	-	-	2,161	Not rated	Not rated	
Total DB Plan and MIP investments at fair value level	161,754	$ 159,593	$ -	$ 2,161			
Investments measured at NAV:							
Equity securities	92,541						
Equity funds	118,188						
Multi-strategy funds	33,770						
Fixed income funds - bonds	41,177						
Bank loans	21,602				Not rated	0.3 years	Duration
Total DB Plan and MIP investments measured at NAV	307,278						
Total DB Plan and MIP investments	$ 469,032						
Breakdown of above investments by portfolio:							
DB Plan at fair value level	$ 13,917	$ 11,756	$ -	$ 2,161			
DB Plan at NAV	11,374						
Total DB Plan Investments	$ 25,291						
MIP held on behalf of outside entities at fair level	$ 82,367	$ 82,367	$ -	$ -			
MIP held on behalf of outside entities at NAV	164,861						
Total MIP held on behalf of outside entities	$ 247,228						
Fiduciary Funds held in Endowment Pool at fair value level	$ 11,724	$ 11,724	$ -	$ -			
Fiduciary Funds held in Endowment Pool at NAV	23,466						
Total Fiduciary Funds	$ 35,190						
Endowment pool investments included in the MIP at fair value	$ 53,746	$ 53,746	$ -	$ -			
Endowment pool investments included in the MIP at NAV	107,577						
Total endowment pool investments included in the MIP	161,323						
Endowment investments - separately invested	4,989	$ 4,989	$ -	$ -			
Total endowment investments	$ 166,312						

3. INVESTMENTS - CONTINUED

Additional disclosures for **System investments,** including the DB Plan and MIP, measured at NAV at June 30, 2021:

	Fair Value	Redemption Frequency (If Currently Eligible)	Redemption Period Notice
Operating Investments measured at NAV:			
Equities: Multi-strategy [1]	$ 15,706	Quarterly, Monthly	60, 90 days
Bank loans [2]	18,587	Bi-monthly	15 days
Total operating investments measured at NAV	**$ 34,293**		
Investments measured at NAV:			
Equity securities	$ 92,541	Monthly	30 days
Equity funds	118,188	Monthly	30 days
Multi-strategy funds [1]	33,770	Quarterly, Monthly	30, 45, 60, 90 days
Fixed income funds - bonds	41,177	Monthly	5 days
Bank loans [2]	21,602	Monthly	30 days
Total DB Plan and MIP investments measured at NAV	**$ 307,278**		
Further breakdown of above DB Plan and MIP investments:			
DB Plan at NAV	$ 11,374		
MIP held on behalf of outside entities at NAV	164,861		
Fiduciary funds held in the Endowment Pool for others	23,466		
Endowment pool investments included in the MIP at NAV	*107,577*		
Total investments measured at NAV by portfolio	**$ 307,278**		

3. INVESTMENTS - CONTINUED

The **System's operating investments and deposits with bond trustees** were composed of the following at June 30, 2020:

	Total	Fair Value Measurements Using: Level 1	Level 2	Level 3	Credit Rating	Interest Rate Risk	
Operating Investments measured at fair value:							
Equities:							
Multi-strategy funds	$ 45,880	$ 45,880	$ -	$ -			
Fixed income funds:							
Bonds	105,366	37,032	68,334	-	Not rated	1.75-6.4 years	Duration
Money markets	40,825	40,825	-	-	Not rated	34-40 days	Weighted Average Maturity
Total operating investments at fair value level	192,071	$123,737	$68,334	$ -			
Operating investments measured at NAV							
Equities: Multi-Strategy	15,944						
Bank loans	20,170				Not rated	.10 years	Duration
Total operating investments measured at NAV	36,114						
Total operating investments measured at fair value plus NAV	228,185						
State pool measured at amortized cost	35,861				Not rated	.55 years	Duration
Total operating investments	$ 264,046						
Deposits with Bond Trustees:							
Bonds and money markets	$ 5,778	$ 5,778	$ -	$ -	Not rated	34-51 days	Weighted Average Maturity

3. INVESTMENTS - CONTINUED

The **System's DB Plan and MIP investments** were composed of the following at June 30, 2020 (Restated):

	Total	Level 1	Level 2	Level 3	Credit Rating	Interest Rate Risk	
Investments measured at fair value:							
Equities:							
Equity securities	$ 12,747	$ 12,747	$ -	$ -			
Equity funds	42,714	42,714	-	-			
Multi-strategy funds	47,233	47,233	-	-	Not rated	Not rated	
Fixed income funds:							
Money markets	6,170	6,170	-	-	Not rated	43 days	Weighted Average Maturity
Bonds	48,947	48,947	-	-	Not rated	2.8-7.9 years	Duration
Real assets	2,004	-	-	2,004	Not rated	Not rated	
Total DB Plan and MIP investments at fair value level	159,815	$ 157,811	$ -	$ 2,004			
Investments measured at NAV:							
Equity securities	75,882						
Equity funds	72,179						
Multi-strategy funds	29,696						
Fixed income funds - bonds	22,643						
Bank loans	17,286				Not rated	0.25	Duration
Total DB Plan and MIP investments measured at NAV	217,686						
Total DB Plan and MIP investments	$ 377,501						
Breakdown of above investments by portfolio:							
DB Plan at fair value level	$ 13,668	$ 11,664	$ -	$ 2,004			
DB Plan at NAV	10,941						
Total DB Plan Investments	$ 24,609						
MIP held on behalf of outside entities at fair level	$ 79,715	$ 79,715	$ -	$ -			
MIP held on behalf of outside entities at NAV	112,768						
Total MIP held on behalf of outside entities	$ 192,483						
Fiduciary Funds held in Endowment Pool at fair value level	$ 10,708	$ 10,708	$ -	$ -			
Fiduciary Funds held in Endowment Pool at NAV	15,149						
Total Fiduciary Funds	$ 25,857						
Endowment pool investments included in the MIP at fair value	$ 55,724	$ 55,724	$ -	$ -			
Endowment pool investments included in the MIP at NAV	78,828						
Total endowment pool investments included in the MIP	134,552						
Endowment investments - separately invested	131	$ 131	$ -	$ -			
Total endowment investments	$ 134,683						

3. INVESTMENTS - CONTINUED

Additional disclosures for **System investments,** including the DB Plan and MIP, measured at NAV at June 30, 2020 (Restated):

	Fair Value	Redemption Frequency (If Currently Eligible)	Redemption Period Notice
Operating Investments measured at NAV:			
Equities: Multi-strategy [1]	$ 15,944	Quarterly, Monthly	60, 90 days
Bank loans [2]	20,170	Bi-monthly	15 days
Total operating investments measured at NAV	**$ 36,114**		
Investments measured at NAV:			
Equity securities	$ 75,882	Monthly	30 days
Equity funds	72,179	Monthly	30 days
Multi-strategy funds [1]	29,696	Quarterly, Monthly	30, 45, 60, 90 days
Fixed income funds - bonds	22,643	Monthly	5 days
Bank loans [2]	17,286	Monthly	30 days
Total DB Plan and MIP investments measured at NAV	**$ 217,686**		
Further breakdown of above DB Plan and MIP investments:			
DB Plan at NAV	$ 10,941		
MIP held on behalf of outside entities at NAV	112,768		
Fiduciary funds held in the Endowment Pool for others	15,149		
Endowment pool investments included in the MIP at NAV	*78,828*		
Total investments measured at NAV by portfolio	**$ 217,686**		

Additional information for investments measured at NAV at June 30, 2021 and 2020 is as follows:

[1] Multi-strategy funds: Includes investments in equities and limited partnerships. Limited partnerships may invest in pooled vehicles in global equities, fixed income instruments, currencies, commodities; long and short positions with respect to bonds, leveraged loans, trade claims and other investments; or other hedge funds with objectives to outperform certain benchmarks. Fair values of these investments are completed on a monthly or quarterly basis using other significant direct or indirect observable inputs or recent observable transaction information for similar investments. Includes investments in liquidation status awaiting final distributions.

[2] Bank loans: Investments in these funds include floating rate loans in a diverse set of industries and are traditionally rated below investment grade. Other observable inputs determine fair value of this investment.

3. INVESTMENTS - CONTINUED

b. Interest Rate Risk

Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The System's policy for managing interest rate risk is as follows:

Operating Investments: To limit interest rate exposure, the System diversifies its investments as specified in Note 1.f.

Endowment Investments: To limit interest rate exposure, the endowment investment policy restricts the average effective duration of the fixed income portfolio to no more than 1 year from the duration of the applicable benchmark (e.g., the Barclays Capital Aggregate Bond Index was 6.61 years and 6.01 years at June 30, 2021 and 2020, respectively).

Investments for the Defined Benefit Plan – Classified Employees: To limit interest rate exposure, the defined benefit plan investment policy restricts the average effective duration of the fixed income portfolio to no more than 1 year from the duration of the applicable benchmark (e.g., the Barclays Capital Aggregate Bond Index was 6.61 years and 6.01 years at June 30, 2021 and 2020, respectively).

c. Foreign Currency Risk

Operating Investments: The System's operating investments include various fixed income, equity, and hedge fund holdings that have foreign currency exposure, with some funds hedging against foreign currency risk. Portfolio foreign currency exposure was $6,622 and $21,712 at June 30, 2021 and 2020, respectively.

Endowment Investments: The System's endowments are invested in the System MIP. The MIP invests in various fixed income, equity, and hedge funds which have foreign currency exposure, with some funds hedging against foreign currency risk. The endowment investments share of the foreign currency exposure in the MIP was $ 54,847 and $ 61,865 at June 30, 2021 and 2020, respectively. This includes $9,822 and $9,972 at June 30, 2021 and 2020, respectively, for investments held for affiliated organizations.

Investments for the Defined Benefit Plan – Classified Employees: Pension investments include various fixed income, equity, and hedge fund holdings that have foreign currency exposure, with some funds hedging against foreign currency risk. Portfolio foreign currency exposure was $4,956 and $9,095 at June 30, 2021 and 2020, respectively.

3. INVESTMENTS - CONTINUED

d. Investment Income

Income related to the **System's investments** and reported in the accompanying Statements of Revenues, Expenses and Changes in Net Position is as follows:

2021

	Net Gains (Losses)	Interest and Dividends	Investment Fees	Net Income (Loss)
Endowment investment income and fees	$34,619	$ 1,803	$ (963)	$35,459
Net income allocated to annuities payable to others				(47)
System endowment net income				$35,412
Reported as endowment return used for operations				$ 6,006
Reported as endowment return, net of amount used for operations				29,406
System endowment income				$35,412
Operating investments	$17,595	$ 5,877	$ (999)	$22,473
Perkins savings account	-	9	-	9
Deposits with bond trustees	-	3	-	3
Total other investment income (loss)	$17,595	$ 5,889	$ (999)	$22,485

2020 Restated

	Net Gains (Losses)	Interest and Dividends	Investment Fees	Net Income (Loss)
Endowment investment income and fees	$ 157	$ 2,049	$ (765)	$ 1,441
Net income allocated to annuities payable to others				(3)
System endowment net income				$ 1,438
Reported as endowment return used for operations				$ 5,603
Reported as endowment return, net of amount used for operations				(4,165)
System endowment income				$ 1,438
Operating investments	$ 3,063	$ 6,902	$ (1,023)	$ 8,942
Perkins savings account	-	38	-	38
Deposits with bond trustees	-	94	-	94
Total other investment income (loss)	$ 3,063	$ 7,034	$ (1,023)	$ 9,074

See Note 13d for investment returns related to the **Defined Benefit Plan – Classified Employees**.

4. ACCOUNTS, GRANTS, AND PLEDGES RECEIVABLE

Accounts, grants, and pledges receivable include the following at June 30:

		2021			2020	
	Total	Current Portion	Noncurrent Portion	Total	Current Portion	Noncurrent Portion
Student and other accounts receivable	$45,729	$45,236	$ 493	$38,798	$38,362	$ 436
Grants receivable	51,705	48,530	3,175	28,587	25,642	2,945
Pledges receivable	528	106	422	2,086	1,794	292
Total gross receivables	97,962	93,872	4,090	69,471	65,798	3,673
Less allowance for doubtful accounts	(19,233)	(19,225)	(8)	(13,492)	(13,486)	(6)
Less discount on pledges receivable	(13)	-	(13)	(7)	-	(7)
Total receivables, net	$78,716	$74,647	$ 4,069	$55,972	$52,312	$ 3,660

In accordance with GASB Statement No. 35, grants receivable related to the acquisition of capital assets is reported as a noncurrent receivable even though collection is expected within the next twelve months.

5. NOTES AND LEASES RECEIVABLE

Notes and leases receivable include the following at June 30:

		2021			2020	
	Total	Current Portion	Noncurrent Portion	Total	Current Portion	Noncurrent Portion
Perkins loans	$15,355	$ -	$ 15,355	$19,804	$ -	$ 19,804
Nursing loans	2,141	-	2,141	2,240	-	2,240
Institutional loans	11,145	-	11,145	10,749	-	10,749
Lease receivable **(a)**	500	63	437	563	63	500
Total notes and leases receivable	29,141	63	29,078	33,356	63	33,293
Less allowance for doubtful accounts	(885)	-	(885)	(1,142)	-	(1,142)
Total notes and leases receivable, net	$28,256	$ 63	$ 28,193	$32,214	$ 63	$ 32,151

Collections of the notes receivable for Perkins, Nursing, and Institutional loans may not be used to pay current liabilities, as the proceeds are restricted for making new loans. Accordingly, these notes receivable are recorded in the accompanying Statements of Net Position as noncurrent assets.

(a) Lease receivable consists of a lease with the University of New Hampshire, secured by equipment with monthly payments of $5, including interest at 4.85% per annum. The lease matures in 2029.

6. CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2021 is as follows:

	Beginning Balance	Additions	Reclassifications	Retirements	Ending Balance
Land	$ 18,376	$ -	$ -	$ -	$ 18,376
Library materials	25,686	-	-	-	25,686
Construction in progress	23,582	45,985	(19,112)	-	50,455
Total nondepreciable assets	67,644	45,985	(19,112)	-	94,517
Land improvements	62,884	-	874	(162)	63,596
Buildings & improvements	951,172	-	14,674	(4,564)	961,282
Equipment	171,421	3,978	3,564	(4,122)	174,841
Software	35,794	-	-	(98)	35,696
Total depreciable assets	1,221,271	3,978	19,112	(8,946)	1,235,415
Less accumulated depreciation:					
Land improvements	42,544	2,304	-	(162)	44,686
Buildings & improvements	414,067	27,015	-	(2,822)	438,260
Equipment	120,773	10,961	-	(3,634)	128,100
Software	28,358	2,005	-	(64)	30,299
Total accumulated depreciation	605,742	42,285	-	(6,682)	641,345
Net depreciable assets	615,529	(38,307)	19,112	(2,264)	594,070
Total capital assets	$ 683,173	$ 7,678	$ -	$ (2,264)	$ 688,587

Capital asset activity for the year ended June 30, 2020 is as follows:

	Beginning Balance	Additions	Reclassifications	Retirements	Ending Balance
Land	$ 18,376	$ -	$ -	$ -	$ 18,376
Library materials	25,686	-	-	-	25,686
Construction in progress	17,806	31,265	(25,489)	-	23,582
Total nondepreciable assets	61,868	31,265	(25,489)	-	67,644
Land improvements	61,763	-	1,121	-	62,884
Buildings & improvements	931,377	-	20,753	(958)	951,172
Equipment	163,069	4,948	3,615	(211)	171,421
Software	34,292	4,387	-	(2,885)	35,794
Total depreciable assets	1,190,501	9,335	25,489	(4,054)	1,221,271
Less accumulated depreciation:					
Land improvements	40,268	2,276	-	-	42,544
Buildings & improvements	388,305	26,188	-	(426)	414,067
Equipment	109,807	11,163	-	(197)	120,773
Software	29,032	2,211	-	(2,885)	28,358
Total accumulated depreciation	567,412	41,838	-	(3,508)	605,742
Net depreciable assets	623,089	(32,503)	25,489	(546)	615,529
Total capital assets	$ 684,957	$ (1,238)	$ -	$ (546)	$ 683,173

6. CAPITAL ASSETS - CONTINUED

As of June 30, 2021 and 2020, $34,179 and $5,755, respectively, in proceeds from debt issuances remain unspent. These amounts are included in the accompanying Statements of Net Position as part of deposits with bond trustees along with amounts restricted for debt service.

Also remaining unspent as of June 30, 2021 and 2020 is $33,401 and $41,057, respectively, in capital appropriations awarded by the State of Maine. These amounts are not included in the accompanying financial statements because the System has not met all eligibility requirements (e.g., incurred costs).

Both the debt proceeds and capital appropriation monies are earmarked for specific projects, most of which are capital construction projects. As monies are spent on these projects, the costs are included in capital assets in the accompanying Statements of Net Position.

Outstanding commitments on uncompleted construction contracts totaled $52,403 and $21,289 at June 30, 2021 and 2020, respectively.

7. ACCRUED LIABILITIES AND LONG-TERM DEBT

Changes in accrued liabilities and long-term debt during the year ended June 30, 2021 include the following:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued liabilities:					
Workers' compensation *(Note 11)*	$ 2,200	$ 160	$ (159)	$ 2,201	$ 553
Health insurance *(Note 11)*	6,982	84,540	(85,235)	6,287	6,287
Postemployment health plan *(Note 14)*	76,031	29,681	(105,712)	-	-
Other employee benefit programs *(Note 13)*	56,307	68,622	(69,391)	55,538	6,039
Other	21,390	28,727	(15,958)	34,159	31,225
Total accrued liabilities	$162,910	$211,730	$ (276,455)	$ 98,185	$44,104
Long-term debt:					
Capital lease obligations [(a)]	$ 1,972	$ -	$ (503)	$ 1,469	$ 162
Bonds payable [(b)]	129,582	-	(12,080)	117,502	12,275
Direct borrowings [(b)]	5,997	43,106	(1,233)	47,870	1,299
Total long-term debt	$137,551	$ 43,106	$ (13,816)	$166,841	$13,736

7. ACCRUED LIABILITIES AND LONG-TERM DEBT - CONTINUED

Changes in accrued liabilities and long-term debt during the year ended June 30, 2020 include the following:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Accrued liabilities:					
Workers' compensation *(Note 11)*	$ 1,819	$ 712	$ (331)	$ 2,200	$ 825
Health insurance *(Note 11)*	8,171	75,714	(76,903)	6,982	6,982
Postemployment health plan *(Note 14)*	63,247	35,335	(22,551)	76,031	-
Other employee benefit programs *(Note 13)*	53,984	61,221	(58,898)	56,307	5,577
Other	14,909	19,894	(13,413)	21,390	16,996
Total accrued liabilities	$142,130	$192,876	$(172,096)	$162,910	$30,380
Long-term debt:					
Capital lease obligations [a]	$ 2,433	$ -	$ (461)	$ 1,972	$ 503
Bonds payable [b]	143,005	-	(13,423)	129,582	12,080
Direct borrowings [b]	4,700	2,389	(1,092)	5,997	1,233
Total long-term debt	$150,138	$ 2,389	$ (14,976)	$137,551	$13,816

a. Lease Obligations

The System leases certain equipment and real estate under leases with terms exceeding one year. Future minimum lease payments under capital leases and under non-cancelable operating leases (with initial or remaining lease terms in excess of one year) as of June 30, 2021 are as follows:

Year Ending June 30:	Capital Leases		Operating Leases	Total
	Principal	Interest		
2022	$ 162	$ 63	$ 245	$ 470
2023	169	56	239	464
2024	177	48	237	462
2025	185	40	239	464
2026	193	32	239	464
2027-2031	583	42	1,246	1,871
2032-2036	-	-	659	659
2037-2041	-	-	131	131
Total minimum lease payments	$ 1,469	$ 281	$ 3,235	$ 4,985

The rent expense related to operating leases amounted to $233 for the year ended June 30, 2021 and $395 for the year ended June 30, 2020.

b. Bonds Payable and Direct Borrowings

Bonds payable and direct borrowings consist of the following at June 30:

	2021	2020
Bonds Payable:		
2017 Series A Revenue Bonds (original principal of $30,340) Serial bonds, maturing from 2018 to 2026, with annual principal payments from $2,285 to $4,460 and coupon interest rates from 4.0% to 5.0%. Issued to refund 2007A Series Revenue bonds and to provide funding for capital projects. Includes premiums of $1,073 and $1,604, respectively.	$ 17,048	$ 21,024
2015 Series A Revenue Bonds (original principal of $48,450) Serial bonds, maturing from 2016 to 2037, with annual principal payments from $405 to $3,760 and coupon interest rates from 3.0% to 5.0%. Issued to refund 2004A, 2005A, and 2007A Series Revenue bonds and to provide funding for capital projects. Includes premiums of $1,467 and $1,898, respectively.	38,507	41,203
2013 Series A Revenue Bonds (original principal of $65,255) Serial and Term bonds, maturing from 2014 to 2035, with annual principal payments from $1,275 to $4,425 and coupon interest rates from 2.0% to 5.0%. Issued to refund 2000A, 2003A, 2004A, and 2005A Series Revenue bonds. Includes premiums of $2,063 and $2,637.	46,233	49,592
2012 Series A Revenue Bonds (original principal of $34,975) Serial and Term bonds, maturing from 2013 to 2033, with annual principal payments from $1,070 to $2,620 and coupon interest rates from 2.0% to 4.0%. Issued to refund balloon on the 2002A Series Revenue bonds and to provide funding for a capital project. Includes premiums of $374 and $478, respectively.	15,714	17,763
Total bonds payable, net	117,502	129,582
Direct Borrowings:		
TD Bank, N.A.: $43,000 bond anticipation note, Series 2021, monthly interest only payments at .31%, matures July 2022. The note agreement contains a provision that in an event of default, the Purchaser may declare principal of and interest on the note to be immediately due and payable. In the event of a default, the unpaid principal of the note shall, at the option of the Purchaser, bear interest at the lesser of a rate which is four percentage points per annum greater than that which would otherwise be applicable or the maximum interest rate permitted by applicable law. Late payments will be assessed a 6% late fee.	43,000	-

b. Bonds Payable and Direct Borrowings - continued

	2021	2020
University of Maine Foundation: Note payable, secured by equipment, with annual payments of $15, including interest at 4.25%, matures 2023. The promissory note contains a provision that in the event of default of payment, the unpaid balance of the principal shall, at the option of the holder, become immediately due and payable. Any amount due at the time of default, shall accrue interest until payment at the rate of 5% per year.	21	35
Key Government Finance Inc. (KGF): $832 loan secured by five-year software license agreement, annual payments of $182, including interest at 3.78%, matures July 2023. The loan agreement contains a provision that in the event of default, KGF may exercise one or more of the following remedies in its sole discretion: a) terminate the agreement and all of the UMS' rights to the software license agreement, b) seek court action to enforce payment, c) cause the Licensor to terminate the license with the UMS, d) declare all unpaid installment payments to be immediately due and payable. Late charges will be assessed on any delinquent payments from the due date of the payment until paid at the rate of 5% per annum or the highest rate permitted by law, whichever is less.	510	667
Efficiency Maine Trust: $2,595 loan for biomass energy project, quarterly principal payments of $65 plus interest at 1.5% beginning in June 2016 and continuing through March 2026. The promissory note contains a provision that in the event of default, all outstanding principal shall be immediately due and payable, and interest on the unpaid principal balance shall thereafter accrue at an interest rate equal to 12%.	1,233	1,492
Banc of America Public Capital Corp. (BOAPCC): Master lease purchase agreement, secured by equipment and vehicles, quarterly or semi-annual payments including interest at 1.19% to 4.14%, maturing from October 2022 to May 2037. The master lease purchase agreement contains a provision that in the event of default, BOAPCC has the right, at its sole option, to take one or any combination of the following steps: a) declare all remaining payments due and payable, b) repossess the financed property, c) whatever action at law or in equity may appear necessary or desirable to enforce its rights under the agreement.	3,106	3,803
Total direct borrowings	47,870	5,997
Total bonds payable and direct borrowings	$165,372	$135,579

b. Bonds Payable and Direct Borrowings - continued

Costs associated with the issuance of revenue bonds have been expensed as incurred and included in the accompanying Statements of Revenues, Expenses and Changes in Net Position. Premiums, discounts, and deferred amounts on refunding are being amortized over the life of the respective bond issuances as part of interest expense using the effective interest method.

Principal and interest payments on bonds payable and direct borrowings for the next five years and in subsequent five-year periods are as follows at June 30, 2021:

Year Ending June 30:	Bonds Payable		Direct Borrowings	
	Principal	Interest	Principal	Interest
2022	$ 10,910	$ 4,670	$ 1,299	$250
2023	10,395	4,145	44,269	91
2024	10,880	3,647	1,000	37
2025	9,560	3,134	433	18
2026	10,015	2,687	254	18
2027-2031	40,300	8,095	196	43
2032-2036	20,025	1,650	375	21
2037-2041	440	15	44	1
Total Payments	$112,525	$28,043	$47,870	$473

Interest costs related to the revenue bonds for FY21 and FY20 were $3,620 and $3,842, respectively.

8. UNEARNED REVENUE AND DEPOSITS

Unearned revenue and deposits as of June 30 consist of the following:

	2021	2020 Restated
Unearned grant advances	$ 6,447	$ 6,774
Unearned summer session revenue	8,014	7,899
Other unearned revenue and deposits	4,628	791
Total unearned revenue and deposits	$ 19,089	$ 15,464

The System recognizes grant and contract revenue to the extent that it has fulfilled the eligibility requirements (e.g., incurred allowable costs) of the grant or contract award. Some awards pay the System in advance of the System fulfilling its obligations. In such situations, the System reports the cash as an asset and the offset as unearned revenue and deposits, a current liability, in the Statements of Net Position (see unearned grant advances in the above table).

The vast majority of grant and contract awards made to the System pay the funds to the System on a reimbursement basis. To the extent that the System has eligible, unreimbursed expenses, it recognizes a grant receivable in the Statements of Net Position. The System excludes from its financial statements the portion of an award not currently reimbursable because the System has not yet met the eligibility requirements. As of June 30, 2021 and 2020, the portion of outstanding awards excluded from the financial statements totaled $127,831 and $66,118, respectively.

9. GOVERNMENT ADVANCES REFUNDABLE

The System participates in the Federal Perkins Loan and Nursing Loan Programs. These programs are funded through a combination of federal and institutional resources. The portion of these programs that has been funded with federal funds is ultimately refundable to the U.S. Government upon the termination of the System's participation in the programs. The portion that would be refundable if the programs were terminated as of June 30, 2021 and 2020 has been included in the accompanying Statements of Net Position as a noncurrent liability.

10. NET POSITION

The System's net position is composed of the following as of June 30:

	2021	2020
Net investment in capital assets	$ 549,870	$ 547,323
Restricted - Nonexpendable:		
Endowment funds	69,149	66,656
Restricted - Expendable:		
Student financial aid	63,081	47,441
Capital assets and retirement of debt	1,340	1,873
Loans	17,391	17,059
Academic support	17,946	14,246
Research and public service	11,011	6,863
Library	4,519	3,775
Other	28,316	24,121
Total restricted - expendable	143,604	115,378
Unrestricted:		
Educational and general reserves	88,619	81,098
Risk management	3,888	2,450
Budget stabilization	21,500	12,114
Auxiliary enterprises	1,253	7,865
Benefit pool carryover	28,286	19,563
Implementation of GASB 75 for OPEB	(33,795)	(83,264)
Information technology initiatives	1,120	1,199
Internally designated projects	8,632	13,535
Facility projects	36,772	26,193
Quasi endowment corpus	13,398	11,093
Endowment appreciation	7,299	5,661
Cost sharing and other	5,099	5,244
Total unrestricted	182,071	102,751
Total Net Position	$ 944,694	$ 832,108

11. COMMITMENTS AND CONTINGENCIES

a. Grant Program Involvement

The System participates in a number of federal programs subject to financial and compliance audits. The amount of expenditures that may be disallowed by the granting agencies cannot be determined at this time, although the System does not expect these amounts, if any, to be material to the financial statements.

b. Risk Management – Insurance Programs

The System is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; errors and omissions; injuries; environmental pollution and natural disasters. The System manages these risks through a combination of commercial insurance policies purchased in the name of the System, a large deductible all-risk property insurance program and a self-insured retention program for physical damage to vehicles and mobile equipment.

The System's retention obligation for the general liability and vehicle liability is capped at $400 per claim, with an aggregate limit of $20,000 per year. Educator's legal liability risks are subject to a $200 per loss retention with an aggregate limit of $25,000. The System's estimate of the amount payable under these retention levels has been included in the accompanying Statements of Net Position as part of current accrued liabilities. As of June 30, 2021 and 2020 certain legal claims existed for which the probability or amount of payment could not be determined. The System, however, does not expect these amounts, if any, to be material to the financial statements.

At October 1, 2016, the System moved from a self-funded workers' compensation model to commercial insurance. The liability for pre-existing unpaid claims is based on the requirements of GASB Statement No. 10, *Accounting and Financial Reporting for Risk Financing and Related Insurance Issues,* which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated. The System's estimated liability at June 30, 2021 and 2020 of $2,201 and $2,200, respectively, for pre-existing workers' compensation claims is included in accrued liabilities in the accompanying Statements of Net Position (see Note 7). The System now purchases commercial workers' compensation insurance which limits UMS' insurable exposure for any one incident to $1.5.

The System's active employee and under age 65 retiree health plans are self-funded with an Administrative Services Only (ASO) agreement with a commercial carrier. The System began offering two health plan options beginning in calendar year 2021 to retirees who are Medicare eligible. The legacy option is a fully insured Medicare Advantage Private Fee for Service program with a commercial carrier. The new option is a funded Health Reimbursement Account (HRA) through a Medicare Exchange program. As of June 30, 2021 and 2020, the estimated liability for claims incurred but not reported is included in total health insurance accrued liabilities in the

11. COMMITMENTS AND CONTINGENCIES - CONTINUED

accompanying Statements of Net Position (see Note 7). The System purchases stop-loss insurance which limits the exposure to $1,000 per individual.

The System's health insurance liability at June 30 consists of the following:

	2021	2020
Claims incurred but not reported	$ 5,382	$ 5,703
Reported claims	905	1,279
Total health insurance liability *(Note 7)*	$ 6,287	$ 6,982

Related to the System's self-insured health plan, certain collective bargaining agreements with System employees provide for a health insurance 'premium rebate' in the event that the total aggregate premium amount for the applicable two-year period (the "calculation period") exceeds, by a stated percentage, the total aggregate costs paid for claims and other expenses for the same period. Throughout each calculation period, the System receives periodic reports on how actual costs are trending in relation to the premiums; however, probability of a rebate cannot be determined until the end of the calculation period, which was December 31, 2020. As of June 30, 2021 and 2020 the estimated liability for the premium rebate of $2,750 and $0, respectively, has been included in the accompanying Statements of Net Position as a current liability.

12. PASS THROUGH GRANTS

During FY21 and FY20, the System distributed $103,358 and $112,555, respectively, for student loans through the U.S. Department of Education Federal Direct Lending Program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

13. PENSION PLANS

The System has several single-employer pension plans, each of which is described in more detail below. The System's pension (income)/expense for each of these plans was as follows for the years ended June 30:

	2021	2020
Faculty and Professional Employees:		
Contributory retirement plan	$ 22,602	$ 21,809
Incentive retirement plan	1,526	1,443
Hourly Employees:		
Basic retirement plan	3,201	3,139
Defined benefit plan (Income)/Expense	(216)	1,361
Total net pension expense	$ 27,113	$ 27,752

a. Contributory Retirement Plan - Faculty and Professional Employees

Eligible salaried employees participate in the University of Maine System Retirement Plan for Faculty and Professional Employees (Contributory Plan), a defined contribution retirement plan administered by the Teachers Insurance and Annuity Association of America (TIAA). The Board of Trustees and collective bargaining agreements establish benefit terms and mandatory employee and employer contribution rates.

All full-time employees are eligible once employment begins. Part-time employees are eligible upon achieving the equivalent of five years of continuous, full-time, regular service. All eligible employees are required to participate when they reach thirty years of age. The System contributes an amount equal to 10% of each participant's base salary and each participant contributes 4% of base salary. Participants may make additional voluntary contributions up to limits allowable by the Internal Revenue Service. The System has a five-year vesting schedule for the employer matching contribution for certain salaried employees hired on or after January 1, 2010. All participant contributions are fully and immediately vested.

Effective June 1, 2014, TIAA became the sole record-keeper for the Contributory Retirement Plan. Upon separation from the System, participants may withdraw up to 100% of their vested account balances or transfer funds to other investment alternatives subject to Internal Revenue Service limitations and the contractual provisions of the Contributory Plan.

Employee contributions made to the Contributory Plan were $9,042 in FY21 and $8,723 in FY20.

13. PENSION PLANS - CONTINUED

b. Incentive Retirement Plan – Faculty and Professional Employees

Plan Description

Plan Administration: The Incentive Retirement Plan is a single employer plan administered by the System. The Plan does not issue standalone financial statements.

Benefits Provided: Represented faculty who were employed before July 1, 1996 and other professional employees who were employed before July 1, 2006 participate in the University of Maine System Incentive Retirement Plan (Incentive Plan), a defined benefit plan, which was established on July 1, 1975. The Board of Trustees has authority to establish and amend provisions under the Incentive Plan subject to collective bargaining.

The Incentive Plan provides that eligible retiring employees with at least 10 years of continuous regular full-time equivalent service immediately prior to retirement will receive a benefit equivalent to 1½% times their completed years of service (up to a maximum of 27 years) times their final annual base salary. This amount is to be paid as a lump-sum contribution to the participant's retirement account. Employees may elect to retire at any age on or after 55.

Plan Membership: At June 30, 2021 and 2020, active plan participants consisted of 794 and 859, respectively.

Contributions: The Incentive Plan is funded on a terminal funding basis - funded when costs become due and payable. Employees do not make contributions under the Incentive Plan.

Net Pension Liability

The total pension liability related to the Incentive Plan at the measurement date of June 30, 2021 and 2020 was $21,208 and $21,049, respectively. The fiduciary net position as a percentage of the total pension liability was 0.00% as this plan has no assets. The total pension liability was determined by an actuarial valuation as of July 1, 2021 and July 1, 2019 rolled forward to the measurement date of June 30, 2020 respectively, using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial cost method	Entry age normal
Inflation	Not explicitly assumed
Salary increases	3.5% per year, including longevity
Discount rate	2.16% as of June 30, 2021
	2.21% as of June 30, 2020
Life expectancy	2021: Mortality rates were based on the Pub-2010 Mortality Table projected with Scale MP-2020
	2020: Mortality rates were based on the RP-2014 Mortality Table projected with MP-2018

13b. Incentive Retirement Plan – Faculty and Professional Employees - continued

Discount rate: GASB Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68,* requires projected benefit payments be discounted to their actuarial present value using a tax-exempt, high-quality municipal bond rate.

For the Incentive Plan, which does not hold assets, the total pension liability is based on the discount rate of 2.16% and 2.21% as of June 30, 2021 and 2020, respectively. The rates are based on the municipal bond rates as of the measurement dates. The municipal bond rates for 2021 and 2020 are based on the Bond Buyer 20-Bond General Obligation (GO) Index published for the weeks of June 30, 2021 and June 30, 2020, respectively.

Sensitivity of the net pension liability to changes in the discount rate: The following table presents the total pension liability as of June 30, calculated using the respective current discount rate as well as using a discount rate 1-percentage point lower or 1-percentage point higher than the current rate:

	June 30, 2021			June 30, 2020		
	1% Decrease (1.16%)	Current Discount Rate (2.16%)	1% Increase (3.16%)	1% Decrease (1.21%)	Current Discount Rate (2.21)	1% Increase (3.21%)
Total pension liability	$ 21,844	$ 21,208	$ 20,552	$21,689	$21,049	$20,390

13b. Incentive Retirement Plan – Faculty and Professional Employees - continued

Changes in Total Pension Liability for the **Incentive Retirement Plan**:

Fiscal Year Ended June 30	2021	2020
Total pension liability – beginning	$ 21,049	$ 21,082
Changes for the year:		
Service cost	692	538
Interest	456	719
Differences between expected and actual experience	833	-
Changes of assumptions and other inputs	376	851
Benefit payments	(2,198)	(2,141)
Total pension liability – ending (a)	21,208	21,049
Fiduciary net position – beginning	-	-
Contributions – employer	2,198	2,141
Benefit payments	(2,198)	(2,141)
Fiduciary net position – ending (b)	-	-
Net pension liability – ending (a)-(b)	$ 21,208	$ 21,049
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%
Covered payroll	$ 62,646	$ 67,303
Net pension liability as a percentage of covered payroll	33.85%	31.27%
Contributions as a percentage of covered payroll	3.51%	3.18%

c. Basic Retirement Plan - Classified Employees

The Basic Retirement Plan (Basic Plan) is a single employer defined contribution plan (DC Plan) administered by the System and does not issue standalone financial statements. This DC Plan was created on July 1, 1998 in accordance with Section 403(b) of the Internal Revenue Code. Classified employees hired July 1, 1998 or later participate in this DC Plan.

Eligible employees who were hired before July 1, 1998 could elect to roll over to the DC Plan the value of their accrued benefit in the Defined Benefit Retirement Plan for Classified Staff (DB Plan), as described further below, or remain in the DB Plan. Eligible employees that remained in the DB Plan and were age 50 and over on June 30, 1998 would continue to accrue additional benefits while the value of the benefit for those under age 50 would remain static. The majority of those under age 50 chose to roll over the value of their accrued benefit to the DC Plan.

Full-time employees are eligible to participate in the DC Plan once employment begins. Part-time employees are eligible once they have achieved the equivalent of five years of continuous, full-time regular service. Since June 1, 2014, all contributions have been directed to TIAA as the sole record-keeper.

13c. Basic Retirement Plan – Classified Employees - continued

Employees hired prior to July 1, 1998 and who have more than five years of completed service may voluntarily contribute up to 4% of base pay to the DC Plan and receive a 100% match from the System. Employees hired July 1, 1998 or later are required to contribute 1%. Employee contributions to the DC Plan of up to 4% of base pay are matched 100% by the System. In addition, employees who have four or more years of completed service and do not participate in the DB Plan, receive System contributions equal to 6% of their base pay, for a total maximum employer contribution of 10%.

The System implemented a four-year vesting schedule for the employer matching contribution for classified employees hired on or after January 1, 2010 and, on January 1, 2013, implemented a five-year vesting schedule for employer matching contributions. Employees hired before January 1, 2010 were fully and immediately vested in the employer matching contribution. All participant contributions are fully and immediately vested.

Upon separation from the System, participants may withdraw up to 100% of their vested account balances or transfer funds to other investment alternatives subject to Internal Revenue Service limitations and the contractual provisions of the Basic Plan.

Employee contributions made to the Basic Plan were $1,346 in FY21 and $1,340 in FY20.

d. Defined Benefit Plan – Classified Employees

Plan Description

Plan Administration: The Defined Benefit Plan (the Plan) is a single employer plan administered by the System. The Plan does not issue standalone financial statements. The Plan is maintained for eligible classified employees who chose not to join the Basic Plan.

The System's Board of Trustees has authority to establish or amend provisions of all classified employee plans, including contribution requirements, subject to collective bargaining agreements.

Benefits Provided: Participants are eligible for normal retirement benefits upon attaining age 65 and retirement. The monthly retirement benefit is based on a formula specified by policy in collective bargaining agreements. Eligible employees receive the sum of:

a. 1.25% or 1.50% (based on years of service) of the participant's average annual compensation times credited service (up to a maximum of 30 years); plus

b. 1.25% or 1.50% (based on years of service) of the participant's unused sick leave.

Participants are eligible for early retirement benefits upon the attainment of age 55 and completion of five years of continuous service. The benefit is computed in accordance with the normal retirement age benefit, but is reduced by an actuarial factor because benefits will be paid over a longer period of time. No reduction is made if an employee retires after attaining 62

13d. Defined Benefit Plan – Classified Employees – continued

years of age with 25 or more years of service. Participants are also eligible for disability and death benefits.

Employees who participate in the Plan may also participate in the Optional Retirement Savings Plan (ORSP). The ORSP is a voluntary, employee-funded defined contribution plan. Employees may contribute up to 4% of their base pay and receive a 100% match from the System. The ORSP is administered by TIAA.

Plan Membership: The Plan is closed to new entrants. At June 30, pension plan membership consisted of the following:

	2021	2020
Inactive plan participants or beneficiaries currently receiving benefits	700	724
Inactive plan participants entitled to but not yet receiving benefits	191	199
Active plan participants	2	3
Total plan participants	893	926

Contributions: The System adopted a funding strategy for the Plan on February 27, 2014. The System's funding strategy follows a long-term contribution schedule, such that a level annual dollar amount will be contributed to the plan indefinitely, while never allowing the Plan's assets to be depleted. The actuarially determined annual projected contribution to the Plan is $672 through and including FY51, at which point the projected fiduciary net position is estimated to be sufficient to meet annual benefit payments; however, any required contribution amount will be re-determined with each actuarial valuation as market performance and other factors will impact the required future funding. Funding the Plan over the long-term allows the System to minimize contribution volatility.

Employees do not make contributions under the Plan.

Plan Investments

Method Used to Value Investments: Investments are reported at fair value. See Note 3 for information related to the fair value measurement, interest rate risk, and foreign currency risk associated with the Plan's investments.

13d. Defined Benefit Plan – Classified Employees – continued

Investment Policy: The Plan's investments are diversified both by asset class and within asset classes. To have a reasonable probability of consistently achieving the Plan's return objectives, the following asset allocation policy ranges were in effect as of June 20, 2021 and 2020:

	2021	2020
Equity securities	25-45%	25-45%
Fixed income securities	35-55%	35-55%
Other	15-35%	15-35%
Cash	0-10%	0-10%

Rate of Return: For the years ended June 30, 2021 and 2020, the annual money-weighted rate of return, net of investment expenses, was 15.86% and 4.48%, respectively.

Net Pension Liability

The components of the net pension liability at the measurement date of June 30 were as follows:

	2021	2020
Total pension liability	$ 33,840	$ 36,318
Fiduciary net position	(25,291)	(24,609)
Net pension liability	$ 8,549	$ 11,709
Fiduciary net position as a percentage of the total pension liability	74.7%	67.8%

For purposes of determining fiduciary net position, benefits are recorded when paid.

13d. Defined Benefit Plan – Classified Employees - continued

Actuarial Assumptions: The total pension liability as of June 30, 2021 and 2020 was determined by an actuarial valuation as of July 1, 2021 and as of July 1, 2019 rolled forward to the measurement date of June 30, 2020, respectively, using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial cost method	Entry age normal
Actuarial asset method	The actuarial value of assets is the market value of assets
Inflation	2.5% as of June 30, 2021
	2.4% as of June 30, 2020
Salary increases	3.5% for all years
Investment rate of return	6.25% net of investment expenses, including inflation
Life expectancy	Pre-retirement and post-retirement mortality rates were based on the Pub-2010 amount-weighted Mortality Table with Scale MP-2020. For disabled lives, the mortality rates were based on the Pub-2010 amount-weighted Disabled Mortality Table with Scale MP-2020.

The long-term expected rate of return on the Plan's investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

13d. Defined Benefit Plan – Classified Employees - continued

Best estimates of arithmetic real rates of return for each major asset class included in the Plan's target asset allocation as of June 30 are summarized in the following table:

	2021		2020	
Asset Class	Target Allocation	Long-Term Expected Real Rates of Return	Target Allocation	Long-Term Expected Real Rates of Return
Global Equity	30 %	4.40%	30%	5.70%
Emerging Market Equity	3%	6.10%	3%	7.60%
Core Fixed Income	43%	0.97%	43%	0.50%
Global Asset Allocation	8 %	2.30%	8%	2.20%
Real Estate	8%	3.10%	8%	3.30%
Alternative Investments	5%	3.10%	5%	3.20%
Cash	3%	-0.10%	3%	-0.60%
Total	100%		100.0%	

Discount Rate: GASB Statement No. 68, *Accounting and Financial Reporting for Pensions,* requires that projected benefit payments be discounted to their actuarial present value using the single rate that reflects (1) a long-term expected rate of return on pension plan investments to the extent that the pension plan's assets are sufficient to pay benefits and pension plan assets are expected to be invested using a strategy to achieve that return and (2) a tax-exempt, high-quality municipal bond rate to the extent that the conditions for use of the long-term expected rate of return are not met.

For the Plan, the discount rate used to measure the total pension liability at June 30, 2021 and 2020 was 6.25%. The projection of cash flows used to determine the discount rate assumed that contributions from the System will be made in accordance with the Plan's funding policy adopted on February 27, 2014. Based on those assumptions, the Plan's fiduciary net position was projected to be available to make all projected benefit payments of current plan participants. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the Total Pension Liability.

13d. Defined Benefit Plan – Classified Employees - continued

Sensitivity of the net pension liability to changes in the discount rate: The following presents the net pension liability as of June 30 calculated using the discount rate of 6.25%, as well as using a discount rate 1-percentage point lower or 1-percentage point higher than the current rate:

	June 30, 2021			June 30, 2020		
	1% Decrease (5.25%)	Current Discount Rate (6.25%)	1% Increase (7.25%)	1% Decrease (5.25%)	Current Discount Rate (6.25%)	1% Increase (7.25%)
Total pension liability	$ 36,194	$ 33,840	$ 31,762	$ 38,945	$ 36,318	$ 34,010
Fiduciary net position	25,291	25,291	25,291	24,609	24,609	24,609
Net pension liability	$ 10,903	$ 8,549	$ 6,471	$ 14,336	$ 11,709	$ 9,401

Changes in Net Pension Liability for the **Defined Benefit Pension Plan**:

Fiscal Year Ended June 30	2021	2020
Total pension liability – beginning	$ 36,318	$ 38,105
Changes for the year:		
Service cost	1	1
Interest	2,148	2,255
Differences between expected and actual experience	(285)	-
Changes of assumptions	(426)	-
Benefit payments	(3,916)	(4,043)
Total pension liability – ending (a)	33,840	36,318
Fiduciary net position – beginning	24,609	26,576
Contributions – employer	907	896
Net investment income	3,704	1,213
Benefit payments	(3,916)	(4,043)
Administrative expenses	(13)	(33)
Fiduciary net position – ending (b)	25,291	24,609
Net pension liability – ending (a)-(b)	$ 8,549	$ 11,709
Plan fiduciary net position as a percentage of the total pension liability	74.74%	67.76%
Covered payroll	$ 65	$ 68
Net pension liability as a percentage of covered payroll	13158.91%	17284.43%
Contributions as a percentage of covered payroll	1396.00%	1322.06%
Plan assets measured at fair value	$ 25,291	$ 24,609

13. PENSION PLANS - CONTINUED

e. Funding of Basic and Defined Benefit Plans – Classified Employees

While the Basic Plan and Defined Benefit Plan are administratively separate, they are both part of the Retirement Plan for Classified Employees and are covered by the same plan document. In accordance with Section 414(k) of the Internal Revenue Code, the System may elect to fund employer contributions to the Basic Plan and ORSP from any excess assets in the Defined Benefit Plan, subject to certain limitations.

14. POSTEMPLOYMENT HEALTH PLAN

Plan Description

Plan Administration: The Other Postemployment Benefits (OPEB) Health Plan ("OPEB Plan") is a defined benefit, single employer plan, administered by the System. The OPEB Plan does not produce standalone financial statements. Within certain limits, the Board of Trustees has authority to establish and amend provisions under the Plan for retirees. This authority is subject to collective bargaining agreements for active employees.

Plan Benefits: System retirees at or above the normal retirement age of 65 with at least ten years of continuous full-time regular university service immediately prior to retirement, and who are in the System health plan upon retirement, are eligible for post-retirement health coverage. This coverage is also extended to those former eligible employees who receive benefits under the System's long-term disability (LTD) insurance and to widows/widowers of university employees and retirees. Employees who retire on or after April 1, 2008 and former employees receiving LTD benefits will have a one-time election to cease coverage under the System health plan and later reenroll for coverage provided continuous coverage is documented.

The System Medicare eligible retiree health plan options include a Medicare Exchange program with an HRA and a group health plan which subsidizes the cost of insurance for eligible persons who are retired from the System and have reached age 65, who are under age 65 and are part of a special retirement incentive program, and who are former employees and approved for LTD benefits regardless of age or years of service. The level of subsidy varies with retirement date and years of service. The System also provides a subsidy for eligible spouses and dependents. With certain restrictions, spouses and dependents are eligible to continue coverage after the death of a retiree meeting the above criteria.

Persons eligible for a subsidy from the System may not convert their benefit into an in-lieu-of payment to secure coverage under independent plans.

The System's OPEB (income)/expense for June 30, 2021 and 2020 was $(46,390) and $9,528, respectively.

14. POSTEMPLOYMENT HEALTH PLAN - CONTINUED

Plan membership: At June 30, OPEB Plan membership consisted of the following:

	2021	2020
Inactive plan participants or beneficiaries currently receiving benefits	2,137	2,562
Active plan participants	4,014	3,976
Total plan participants	6,151	6,538

Contributions: The System annually contributes an actuarially determined contribution to a Trust, based on the results of the most recent actuarial valuation.

Funding the OPEB Plan over the long-term allows the System to smooth market impacts, limiting contribution volatility. The required contribution amount will be re-determined with each actuarial valuation as market performance and other factors will impact the required future funding.

Plan Investments

Assets of the OPEB Plan are invested in the System's managed investment pool. See Notes 1f and 3 for more information on the pool and the OPEB Plan's share.

14. POSTEMPLOYMENT HEALTH PLAN - CONTINUED

Net OPEB Liability

The components of the net OPEB liability at June 30 were as follows:

	2021	2020
Total OPEB liability	$162,212	$213,431
Fiduciary net position	(180,270)	(137,400)
Net OPEB liability (asset)	$ (18,058)	$ 76,031
Fiduciary net position as a percentage of the total OPEB liability	111.13%	64.38%

Actuarial Assumptions: The total OPEB liability as of June 30, 2021 and 2020 was determined by an actuarial valuation as of July 1, 2021 and as of July 1, 2019 rolled forward to the measurement date of June 30, 2020 respectively, using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial cost method	Entry age normal
Actuarial asset method	Market value
Inflation	2.2% as of June 30, 2021; 2.4% as of June 30, 2020
Investment rate of return	7.25% net of investment expenses, including inflation as of June 30, 2021 and 2020
Healthcare cost trend rate	6% for 2021 decreasing .25% per year to 5.25%, then grading down to an ultimate trend rate of 4%, utilizing the Society of Actuaries Getzen Medical Trend Model. The ultimate medical inflation rate is reached in 2075. 8% for 2020 decreasing .5% per year to 5.5%, then grading down to an ultimate trend rate of 3.9%, utilizing the Society of Actuaries Getzen Medical Trend Model. The ultimate medical inflation rate is reached in 2075.
Prescription drug trend rates (Catastrophic prescription Drug HRA)	6.5% for 2021, decreasing .25% per year to an ultimate trend rate of 5 percent. Drug HRA)
Life expectancy	Pre-retirement and post-retirement mortality rates were based on the Pub-2010 headcount-weighted Mortality Table projected with fully generational mortality improvement using Scale MP-2020. For disabled lives, the mortality rates were based on the Pub-2010 headcount-weighted Disabled Mortality Table projected with fully generational mortality improvement using Scale MP-2020.

14. POSTEMPLOYMENT HEALTH PLAN – CONTINUED

The long-term expected rate of return on OPEB Plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB Plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Best estimates of arithmetic real rates of return for each major asset class included in the OPEB Plan's target asset allocation as of June 30 are summarized in the following table:

	2021		2020	
Asset Class	Target Allocation	Long-Term Expected Real Rate of Return	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap Equities	22.0%	3.80%	17.0%	5.00%
Domestic Small/Mid Cap	6.0%	3.90%	7.0%	5.20%
International Equities	10.0%	3.80%	10.0%	5.20%
International Small Cap Equities	4.0%	4.10%	4.0%	5.60%
Emerging Market Equities	3.5%	5.90%	3.5%	7.10%
Emerging Small Cap Market Equities	3.5%	6.10%	3.5%	7.60%
Global Equity	10.0%	4.40%	10.0%	5.70%
Domestic Core Bonds	9.5%	0.70%	7.0%	0.20%
TIPS	3.5%	0.20%	7.0%	-0.40%
Short-term TIPS	3.5%	0.00%	0.0%	0.00%
Bank Loans	5.0%	2.80%	5.0%	2.70%
Absolute Return Fixed Income	5.0%	1.80%	5.0%	1.10%
Global Asset Allocation	7.5%	2.30%	15.0%	2.90%
Hedge Funds	7.0%	3.10%	6.0%	3.20%
Total	100%		100%	

Discount Rate: Projected benefit payments are required to be discounted to their actuarial present value using the single rate that reflects (1) a long-term expected rate of return on OPEB Plan investments to the extent that the OPEB Plan's fiduciary net position is projected to be sufficient to make projected benefit payments and OPEB Plan assets are expected to be invested using a strategy to achieve that return and (2) a tax-exempt, high-quality municipal bond rate to the extent that the conditions for use of the long-term expected rate of return are not met.

14. POSTEMPLOYMENT HEALTH PLAN - CONTINUED

The discount rate used to measure the total OPEB liability at the measurement dates of June 30, 2021 and 2020 was 7.25%. The projection of cash flows used to determine the discount rate assumed that contributions from the System will be made in accordance with the OPEB Plan's funding policy. Based on those assumptions, the OPEB Plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB Plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

Sensitivity of the net OPEB liability to changes in the discount rate: The following presents the net OPEB liability as of June 30, calculated using the respective current discount rate as well as using a discount rate 1-percentage point lower or 1-percentage point higher than the current rate:

	June 30, 2021			June 30, 2020		
	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)	1% Decrease (6.25%)	Current Discount Rate (7.25%)	1% Increase (8.25%)
Total OPEB liability	$182,043	$162,212	$145,667	$240,075	$213,431	$191,170
Fiduciary net position	180,270	180,270	180,270	137,400	137,400	137,400
Net OPEB liability (asset)	$ 1,773	$(18,058)	$(34,603)	$102,675	$ 76,031	$ 53,770

Sensitivity of the net OPEB liability to changes in the healthcare cost trend rates: The following presents the net OPEB liability as of June 30, calculated using the respective current healthcare cost trend rates as well as using healthcare cost trend rates that are 1-percentage point lower or 1-percentage point higher than the current healthcare cost trend rates:

	June 30, 2021			June 30, 2020		
	1% Decrease 5% Year 1 Decreasing to 3%	Healthcare Cost TrendRates 6% Year 1 Decreasing to 4%	1% Increase 7% Year 1 Decreasing to 5%	1% Decrease 7% Year 1 Decreasing to 2.9%	Healthcare Cost Trend Rates 8% Year 1 Decreasing to 3.9%	1% Increase 9% Year 1 Decreasing to 4.9%
Total OPEB liability	$143,919	$162,212	$184,474	$187,627	$213,431	$244,558
Fiduciary net position	180,270	180,270	180,270	137,400	137,400	137,400
Net OPEB liability (asset)	$(36,351)	$(18,058)	$ 4,204	$ 50,227	$ 76,031	$107,158

14. POSTEMPLOYMENT HEALTH PLAN - CONTINUED

Changes in the net OPEB liability:

Fiscal Year Ended June 30	2021	2020
Total OPEB liability – beginning	$ 213,431	$ 194,586
Changes for the year:		
Service cost	6,964	6,434
Interest	15,725	14,769
Changes of benefit terms	(49,469)	(102)
Differences between expected and actual experience	(8,908)	-
Changes of assumptions	(8,539)	5,938
Benefit payments	(6,992)	(8,194)
Total OPEB liability (asset) – ending (a)	162,212	213,431
Fiduciary net position – beginning	137,400	131,339
Contributions – employer	12,473	12,694
Net investment income	37,389	1,561
Benefit payments	(6,992)	(8,194)
Fiduciary net position – ending (b)	180,270	137,400
Net OPEB liability (asset)– ending (a)-(b)	$ (18,058)	$ 76,031
Plan fiduciary net position as a percentage of the total OPEB liability (asset)	111.13%	64.38%
Covered payroll	$ 258,827	$ 241,501
Net OPEB liability (asset) as a percentage of covered employee payroll	-6.98%	31.48%
Contributions as a percentage of covered payroll	4.82%	5.26%
Plan assets measured at fair value	$ 180,270	$ 137,400

15. DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES

The composition of deferred outflows and inflows of resources at June 30 is summarized as follows:

	2021					
	Pension Liability	**OPEB**	**Deferred Amount on Debt Refunding**	**Irrevocable Split-Interest Agreements**	**Service Concession Arrangement**	**Total**
Deferred outflows of resources	$2,662	$11,514	$ 3,460	$ -	$ -	$17,636
Deferred inflows of resources	$1,916	$51,094	$ -	$ 847	$ 4,708	$58,565

	2020					
	Pension Liability	**OPEB**	**Deferred Amount on Debt Refunding**	**Irrevocable Split-Interest Agreements**	**Service Concession Arrangement**	**Total**
Deferred outflows of resources	$3,019	$24,649	$ 3,739	$ -	$ -	$31,407
Deferred inflows of resources	$1,068	$29,004	$ -	$ 1,765	$ 4,721	$36,558

Deferred outflows of resources and deferred inflows of resources for pensions and OPEB were related to the following sources for the year ended June 30:

	2021			
	Incentive Retirement Plan	Defined Benefit Plan	Total Pension	OPEB
Deferred outflows of resources				
Changes of assumption or other inputs	$1,560	$ -	$ 1,560	$11,514
Difference between expected and actual experience	1,102	-	1,102	-
Total deferred outflows of resources	2,662	-	2,662	11,514
Deferred inflows of resources				
Changes of assumption or other inputs	296	-	296	7,287
Difference between expected and actual experience	401	1,219	1,620	29,598
Net difference between projected and actual earnings on plan investments	-	-	-	14,209
Total deferred inflows of resources	697	1,219	1,916	51,094
Net deferred outflows (inflows)	$1,965	$(1,219)	$ 746	$(39,580)

15. DEFERRED OUTFLOWS OF RESOURCES AND DEFERRED INFLOWS OF RESOURCES - CONTINUED

Deferred outflows of resources and deferred inflows of resources for pensions and OPEB were related to the following sources for the year ended June 30:

	2020			
	Incentive Retirement Plan	Defined Benefit Plan	Total Pension	OPEB
Deferred outflows of resources				
Changes of assumption or other inputs	$ 1,624	$ -	$ 1,624	$14,738
Difference between expected and actual experience	578	-	578	-
Net difference between projected and actual earnings on plan investments	-	817	817	9,911
Total deferred outflows of resources	2,202	817	3,019	24,649
Deferred inflows of resources				
Changes of assumption or other inputs	414	-	414	-
Difference between expected and actual experience	654	-	654	29,004
Total deferred inflows of resources	1,068	-	1,068	29,004
Net deferred outflows (inflows)	$ 1,134	$ 817	$ 1,951	$(4,355)

Deferred outflows of resources and deferred inflows of resources related to pensions and OPEB will be recognized in pension expense and postemployment health expense, respectively, during the years ending June 30 as follows:

Year Ending June 30:	Incentive Retirement Plan	Defined Benefit Plan	Total Pension	OPEB
2022	$ 378	$ (151)	$ 227	$(8,765)
2023	496	(252)	244	(8,701)
2024	388	(369)	19	(8,486)
2025	349	(447)	(98)	(9,702)
2026	291	-	291	(1,829)
Thereafter	63	-	63	(2,097)
	$ 1,965	$(1,219)	$ 746	$(39,580)

16. COMPONENT UNITS

The System is supported in part by several foundations and alumni associations that raise funds on the System's behalf. The System determined that one of those entities, the University of Maine Foundation ("the Foundation"), meets the criteria set forth under GASB Statement No. 61, *The Financial Reporting Entity: Omnibus an amendment of GASB Statements No. 14 and No. 34*, for inclusion as a discretely presented component unit of the System.

The Foundation is a legally separate, tax-exempt organization, which acts primarily as a fund-raising organization to supplement the resources that are available to the System in support of its programs. The Board of Directors of the Foundation is self-perpetuating and independent of the System's Board of Trustees. Although the System does not control the timing or amount of receipts from the Foundation, the Foundation holds and invests resources almost entirely for the System's benefit (specifically the University of Maine); the System is entitled to access a majority of the economic resources held; and the economic resources held are "significant to the System" based on a 5% of net position threshold. The Foundation has accordingly been discretely presented as a component unit of the System in the accompanying financial statements as of and for the years ended June 30, 2021 and 2020, and is reported in separate financial statements as the Foundation reports its financial results under Financial Accounting Standards Board standards rather than GASB standards. Contributions and additions to the Foundation's endowments with donor restrictions were $16,580 for FY21 and $7,082 for FY20.

The Foundation asset category, long-term investments, endowment, comprised 84% and 81% of the Foundation's total assets as of June 30, 2021 and 2020, respectively. Remaining disclosures in this note relate to this asset group.

Long-term investments, endowment

The Foundation maintains a general pool of investments for its endowments. These investment securities are stated at fair value based on quoted market prices within active markets. The fair values of alternative investments are determined from information supplied by the investment managers based on the market values of underlying investments on a net asset value basis. Investment income is reflected in the Statements of Activities as "without donor restrictions" or "with donor restrictions" based upon the existence and nature of any donor-imposed restrictions.

The Foundation has established a specific set of investment objectives and guidelines for investment managers that attempt to provide a predictable stream of income while seeking to maintain the purchasing power of the endowment assets over the long-term. The investment policy establishes an achievable return objective and seeks to manage risk through diversification of asset classes. The current long-term return objective is to return 7.25% in 2021 and 2020. Actual returns in any given year may vary from these amounts.

16. COMPONENT UNITS - CONTINUED

Endowment spending policy

The Foundation utilizes a spending policy for its pooled endowment in order to provide for the current and long-term needs of endowment recipients. The spending policy determines the endowment income to be distributed. For the years ended June 30, 2021 and 2020 the spending policy was 4.5% of the average market value for the twelve previous quarters ending September 30.

Endowment spending is contingent upon a fund's market value exceeding its historic dollar value (principal). In accordance with the Uniform Prudent Management of Institutional Funds Act, a prudent expenditure may be allowed unless the donor has explicitly prohibited expenditure of principal. During the years ended June 30, 2021 and 2020, the Foundation distributed $14,184 and $13,596, respectively, to the System for both restricted and unrestricted purposes.

Fair value measurements

Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability (i.e., the "exit price") in an orderly transaction between market participants at the measurement date.

A fair value hierarchy for inputs is used in measuring fair value that maximizes the use of observable inputs and minimizes the use of unobservable inputs by requiring that the most observable inputs be used when available. Observable inputs are those that market participants would use in pricing the asset or liability based on market data obtained from sources independent of the Foundation. Unobservable inputs reflect assumptions about the inputs market participants would use in pricing the asset or liability developed based on the best information available in the circumstances. The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1. Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the Fund has the ability to access. Valuation adjustments and block discounts are not applied to Level 1 securities. Since valuations are based on quoted prices that are readily and regularly available in an active market, valuation of these securities does not entail a significant degree of judgment.

Level 2. Valuations based on quoted prices in markets that are not active or for which all significant inputs are observable, either directly or indirectly.

Level 3. Valuations based on inputs that are unobservable and significant to the overall fair value measurement.

16. COMPONENT UNITS - CONTINUED

The Foundation's short-term investments measured at fair value valuations based on unadjusted quoted prices in active markets for identical assets or liabilities (Level 1) as of June 30, 2021 and 2020 were $25,130 and $23,481, respectively. These investments include money markets, certificates of deposit, U.S. government obligations and bonds.

The following table summarizes the Foundation's long-term endowment investments by class in the fair value hierarchy as of June 30:

2021

	NAV	Level 1	Level 2	Level 3	Total	Liquidity
U.S. equities	$ 81,542	$ 15,241	$ -	$ -	$ 96,783	Daily/Monthly
Non-U.S. equities	25,056	35,463	-	-	60,519	Daily/Monthly/Quarterly
Global equities	41,908	-	-	-	41,908	Monthly/Quarterly
U.S. fixed income	-	35,361	-	-	35,361	Daily
Total private investments	36,161	-	-	-	36,161	Illiquid
Alternative investments	39,237	-	-	-	39,237	Illiquid/Monthly/Quarterly /Semi-Annually/Annually
Cash	-	87	-	-	87	Daily
Total long-term investments, endowment	**$223,904**	**$86,152**	**$ -**	**$ -**	**$310,056**	

2020

	NAV	Level 1	Level 2	Level 3	Total	Liquidity
U.S. equities	$ 53,031	$ 7,603	$ -	$ -	$ 60,634	Daily/Monthly
Non-U.S. equities	61,518	18	-	-	61,536	Daily/Monthly/Quarterly
Global equities	20,371	-	-	-	20,371	Monthly/Quarterly
U.S. fixed income	-	28,412	-	-	28,412	Daily
Total private investments	14,149	-	-	-	14,149	Illiquid
Alternative investments	42,444	25	-	-	42,469	Illiquid/Monthly/Quarterly/ Semi-Annually/Annually
Cash	-	546	-	-	546	Daily
Total long-term investments, endowment	**$191,513**	**$36,604**	**$ -**	**$ -**	**$228,117**	

Complete financial statements for the Foundation may be obtained from the Foundation's office at Two Alumni Place, Orono, ME 04469-5792.

17. SERVICE CONCESSION ARRANGEMENTS

In June 2016, the System contracted with Sodexo America LLC ("Sodexo") to provide food services at all campuses except the University of Maine. In May 2020, the term of the contract was extended for 5 additional years commencing July 1, 2021, continuing through June 30, 2026 and is subject to renewal for 5 additional 1-year terms.

Upon execution of the 2016 contract, the System received a signing bonus of $500 and a commitment by Sodexo to provide up to $4,000 for equipment and improvements to the System's dining facilities during the first 2 years of the agreement. Effective September 1, 2018, the contract was amended to include an additional $2,000 for equipment and improvements. Any such improvements and equipment provided will remain the property of the System. Improvements to facilities not completed as of June 30, 2021 and 2020 are recorded as a receivable in the amount of $0 and $5, respectively, in the Statement of Net Position.

As of June 30, 2021 and 2020, the equipment and improvements provided under this agreement have been classified as either capital assets or expenses in accordance with the System's capitalization policies, with an offsetting deferred inflow of resources. The signing bonus has also been classified as a deferred inflow of resources. Over the life of the contract, the System will amortize the deferred inflows of resources while recognizing auxiliary revenue each year. If the agreement expires, terminates or is amended in a way that has an adverse impact on Sodexo, the System will be liable for the unamortized portion of Sodexo's investment.

As of June 30, 2021 and 2020 the balance of the deferred inflows of resources related to the Sodexo service concession arrangement is $4,708 and $4,721, respectively (see Note 15). During FY21 and FY20, amortization in the amount of $513 and $429, respectively, has been recognized as auxiliary revenue.

18. PRIOR PERIOD ADJUSTMENTS

The provisions of GASB No. 84 are effective for periods beginning after December 15, 2019. This statement applies to the System's fiduciary funds (see Note 1c.) and the System adopted GASB No. 84 for its June 30, 2021 financial statements. The change represents a change from one generally accepted accounting principle to another generally accepted accounting principle that is the current industry practice.

The changes adopted to conform to the provisions of GASB No. 84 are applied retroactively by restating the FY20 financial statements. The impact of the restatement was to reduce the balances of certain items in the System's FY20 Statements of Net Position and to move those reductions to the Statements of Fiduciary Net Position. A condensed version of the System's FY20 Statements of Net Position is presented below, showing the originally stated balances,

18. PRIOR PERIOD ADJUSTMENTS - CONTINUED

the impact of GASB No. 84, and the restated FY20 balances. There was no impact on the System's Statements of Revenues, Expenses, and Changes in Net Position.

	2020 As Originally Stated	Moved to Statements of Fiduciary Net Position	2020 as Restated
Assets			
Cash	$ 9,659	$ (2,377)	$ 7,282
Endowment investments	160,540	(25,857)	134,683
Other assets	1,048,530	-	1,048,530
Total Assets	1,218,729	(28,234)	1,190,495
Deferred Outflows of Resources	31,407	-	31,407
Total Assets and Deferred Outflows of Resources	$1,250,136	$ (28,234)	$1,221,902
Liabilities			
Unearned revenue and deposits	$ 15,486	$ (22)	$ 15,464
Funds held for others - current portion	2,859	(2,355)	504
Funds held for others - noncurrent	26,058	(25,857)	201
Other liabilities	337,067	-	337,067
Total Liabilities	381,470	(28,234)	353,236
Deferred Inflows of Resources	36,558	-	36,558
Net Position	832,108	-	832,108
Total Liabilities, Deferred Inflows of Resources and Net Position	$1,250,136	$ (28,234)	$1,221,902

19. UNCERTAINTIES

During FY20, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to the FY21 year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, communities, and the delivery of education. Specific to the System, COVID-19 may negatively impact various parts of its FY22 operations and financial results, including, but not limited to, enrollment, auxiliary revenues, collections of receivables, operating costs and personnel. Management is taking appropriate actions to mitigate impacts; however, the full effect of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

INCENTIVE RETIREMENT PLAN:

Changes in Total Pension Liability and Related Ratios

Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016	2015
Service cost	$ 692	$ 538	$ 595	$ 604	$ 862	$ 718	$ 880
Interest	456	719	813	785	629	877	1,110
Differences between expected and actual experience	833	-	(217)	-	1,287	-	(1,831)
Changes of assumptions and other inputs	376	851	562	(225)	(628)	921	505
Benefit payments	(2,198)	(2,141)	(2,175)	(1,972)	(2,084)	(5,260)	(3,114)
Net change in total pension liability	159	(33)	(422)	(808)	66	(2,744)	(2,450)
Total pension liability – beginning	21,049	21,082	21,504	22,312	22,246	24,990	27,440
Total pension liability – ending	$21,208	$21,049	$21,082	$21,504	$22,312	$22,246	$24,990
Covered payroll	$62,646	$67,303	$68,685	$72,541	$77,644	$95,653	$92,419
Total pension liability as a percentage of covered payroll	33.85%	31.27%	30.69%	29.64%	28.74%	23.26%	27.04%

Schedule of Employer Contributions

Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016	2015
Actuarially determined contribution	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Contributions in relation to the actuarially determined contribution	2,198	2,141	2,175	1,972	2,084	5,260	3,114
Contribution deficiency (excess)	$(2,198)	$(2,141)	$(2,175)	$(1,972)	$(2,084)	$(5,260)	$(3,114)
Covered payroll	$62,646	$67,303	$68,685	$72,541	$77,644	$95,653	$92,419
Contributions as a percentage of covered payroll	3.51%	3.18%	3.17%	2.72%	2.68%	5.50%	3.37%

INCENTIVE RETIREMENT PLAN – CONTINUED:

Notes to Required Supplementary Information:

Changes of benefit terms: None.

Changes of assumptions and other inputs:

2021: The discount rate changed from 2.21% as of the beginning of the measurement period to 2.16% as of the end of the measurement period. In addition, the mortality tables were updated to the Pub-2010 mortality tables with mortality improvement scale MP-2020.

2020: The discount rate changed from 3.5% as of the beginning of the measurement period to 2.21% as of the end of the measurement period.

2019: The discount rate changed from 3.87% as of the beginning of the measurement period to 3.5% as of the end of the measurement period.

2018: The discount rate changed from 3.58% as of the beginning of the measurement period to 3.87% as of the end of the measurement period.

2017: The discount rate changed from 2.85% as of the beginning of the measurement period to 3.58% as of the end of the measurement period.

Methods and assumptions used in calculations of actuarially determined contributions:

The University of Maine System Incentive Retirement Plan is funded on a terminal funding basis - funded when costs become due and payable.

Actuarial cost method	Entry age normal
Inflation	Not explicitly assumed
Salary increases	3.5% per year, including longevity
Payroll increases	3.5% per year
Assets	There are no assets accumulated in a trust that meets the criteria in paragraph 4 of GASB Statement No. 73.

DEFINED BENEFIT PENSION PLAN:

Changes in Total Pension Liability and Related Ratios

Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016	2015	2014[**]
Changes for the year:								
Service cost	$ 1	$ 1	$ 1	$ 1	$ 6	$ 5	$ 40	$
Interest	2,148	2,255	2,270	2,385	2,545	2,769	2,884	
Differences between expected and actual experience	(285)		(1,238)	-	(759)	-	12	
Changes of assumptions	(426)	-	2,828	-	-	1,427	-	
Benefit payments	(3,916)	(4,043)	(4,153)	(4,280)	(4,435)	(4,585)	(4,693)	
Net change in total pension liability	(2,478)	(1,787)	(292)	(1,894)	(2,643)	(384)	(1,757)	
Total pension liability – beginning	36,318	38,105	38,397	40,291	42,934	43,318	45,075	
Total pension liability – ending (a)	33,840	36,318	38,105	38,397	40,291	42,934	43,318	45,075
Contributions – employer	907	896	714	695	735	538	1,100	
Net investment income	3,704	1,213	1,112	1,335	2,173	202	27	
Benefit payments	(3,916)	(4,043)	(4,153)	(4,280)	(4,435)	(4,585)	(4,693)	
Administrative expenses	(13)	(33)	(27)	(36)	(20)	(19)	(8)	
Net change in plan fiduciary net position	682	(1,967)	(2,354)	(2,286)	(1,547)	(3,864)	(3,574)	
Fiduciary net position – beginning	24,609	26,576	28,930	31,216	32,763	36,627	40,201	
Fiduciary net position – ending (b)	25,291	24,609	26,576	28,930	31,216	32,763	36,627	40,201
Net pension liability – ending (a)-(b)	$ 8,549	$ 11,709	$ 11,529	$ 9,467	$ 9,075	$ 10,171	$ 6,691	$ 4,874
Plan fiduciary net position as a percentage of the total pension liability	74.74%	67.76%	69.74%	75.34%	77.48%	76.31%	84.56%	89.19%
Covered payroll*	$ 65	$ 68	$ 156	$ 105	$ 168	$ 312	$ 301	$ 692
Net pension liability as a percentage of covered payroll	13158.91%	17284.43%	7396.21%	9052.65%	5400.37%	3259.34%	2219.09%	704.23%

* Covered payroll for 2016 is the 2015 covered payroll, increased by payroll growth of 3.5%

** Detailed information regarding the change in the total pension liability for FY14 has not been presented as that information was not available.

DEFINED BENEFIT PENSION PLAN – CONTINUED:

Schedule of Employer Contributions

Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016	2015	2014
Actuarially determined contribution	$ 907	$ 896	$ 714	$ 695	$ 735	$ 538	$ 550	$ 550
Contributions in relation to the actuarially determined contribution	907	896	714	695	735	538	1,100	550
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -	$ -	$ (550)	$ -
Covered payroll	$ 65	$ 68	$ 156	$ 105	$ 168	$ 312	$ 301	$ 692
Contributions as a percentage of covered payroll	1396.00%	1322.06%	458.23%	664.54%	437.48%	172.49%	364.84%	79.47%

DEFINED BENEFIT PENSION PLAN – CONTINUED:

Notes to Required Supplementary Information:

Changes of benefit terms: None.

Changes of assumptions and other inputs:

2021: The mortality tables were updated to the Pub-2010 amount-weighted mortality tables with scale MP-2020

2020: None

2019: The mortality tables were updated to reflect more recent mortality tables and generational mortality improvement.

2018: None

2017: None

2016: The investment return rate was changed from 6.75% to 6.25% and the administrative expense assumption was changed from $50, increasing by 3% per year, to $30, increasing by 2% per year up to a maximum of $70.

2015: The actuarial funding method was changed from Projected Unit Credit to Entry Age Normal, the investment return rate was changed from 7.25% to 6.75% and the administrative expense assumption was changed from $90 per year to $50 per year.

Methods and assumptions used in calculations of actuarially determined contributions:

The actuarially determined contributions in the schedule of employers' contributions are calculated as of July 1, one year prior to the end of the fiscal year in which contributions are reported. The following actuarial methods and assumptions were used to determine contributions reported in that schedule:

Actuarial cost method	2015 to 2021: Entry age normal
	2014: Projected Unit Credit
Asset valuation method	The actuarial value of assets is the market value of assets.
Inflation	2021: 2.5% per year
	2020: 2.4% per year
	2019: 2.6% per year
	2016 to 2018: 3% per year
	2015: 3.25% per year
Salary increases	3.5% per year
Payroll increases	3.5% per year
Investment rate of return/ discount rate	2016 to 2021: 6.25%, net of investment expenses, compounded annually
	2015: 6.75%, net of investment expenses, compounded annually
	2014: 7.25%, net of investment expenses, compounded annually

DEFINED BENEFIT PENSION PLAN – CONTINUED:

Investment Returns: Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016	2015	2014
Annual money-weighted rate of return, net of investment expenses	15.86%	4.48%	4.03%	4.80%	7.04%	0.64%	0.12%	14.27%

The money-weighted rate of return considers the changing amounts actually invested during a period and weights the amount of pension plan investments by the proportion of time they are available to earn a return during that period. The rate of return is then calculated by solving, through an iterative process, for the rate that equates the sum of the weighted external cash flows into and out of the pension plan investments to the ending fair value of pension plan investments.

OPEB PLAN:

Changes in Net OPEB Liability and Related Ratios

Fiscal Year Ended June 30	2021	2020	2019	2018	2017	2016**
Changes for the year:						
Service cost	$ 6,964	$ 6,434	$ 6,583	$ 6,330	$ 6,174	$
Interest	15,725	14,769	15,354	14,482	15,567	
Changes in benefit terms	(49,469)	(102)	-	-	(8,670)	
Differences between expected and actual experience	(8,908)	-	(30,871)	-	(17,138)	
Changes of assumptions	(8,539)	5,938	10,090	-	6,051	
Benefit payments	(6,992)	(8,194)	(9,425)	(9,454)	(10,364)	
Net change in total OPEB liability	(51,219)	18,845	(8,269)	11,358	(8,380)	
Total OPEB liability – beginning	213,431	194,586	202,855	191,497	199,877	
Total OPEB liability – ending (a)	162,212	213,431	194,586	202,855	191,497	199,877
Contributions – employer	12,473	12,694	11,868	11,942	16,146	
Net investment income	37,389	1,561	3,546	7,979	11,565	
Benefit payments	(6,992)	(8,194)	(9,425)	(9,454)	(10,364)	
Net change in plan fiduciary net position	42,870	6,061	5,989	10,467	17,347	
Fiduciary net position – beginning	137,400	131,339	125,350	114,883	97,536	
Fiduciary net position – ending (b)	180,270	137,400	131,339	125,350	114,883	97,536
Net OPEB liability (asset) – ending (a)-(b)	$ (18,058)	$ 76,031	$ 63,247	$ 77,505	$ 76,614	$102,341
Plan fiduciary net position as a percentage of the total OPEB liability (asset)	111.13%	64.38%	67.50%	61.79%	59.99%	48.80%
Covered payroll	$258,827	$241,501	$237,125	$220,849	$214,956	
Net OPEB liability (asset) as a percentage of covered payroll	-6.98%	31.48%	26.67%	35.09%	35.64%	

** Detailed information regarding the change in the total OPEB liability for FY16 has not been presented as that information was not available.

Schedule of Employer Contributions

Fiscal Year Ended June 30	2021	2020	2019	2018	2017
Actuarially determined contribution	$ 13,564	$ 11,942	$ 13,216	$ 12,819	$ 14,970
Contributions in relation to the actuarially determined contribution	12,473	12,694	11,868	11,942	16,146
Contribution deficiency (excess)	$ 1,091	$ (752)	$ 1,348	$ 877	$ (1,176)
Covered payroll	$258,827	$241,501	$237,125	$220,849	$214,956
Contributions as a percentage of covered payroll	4.82%	5.26%	5.00%	5.41%	7.51%

OPEB PLAN - CONTINUED:

Notes to Required Supplementary Information:

Changes of benefit terms:
Effective January 1, 2021 UMS offered a funded Health Reimbursement Account (HRA) through a retiree health exchange. Retirees can choose from various individual Medicare coverages or the UMS sponsored group coverage. The total OPEB liability decreased $51,219 from the prior year including changes of benefit terms of $49,469.

Changes of assumptions:
2021: The mortality tables were updated to the Pub-2010 amount-weighted mortality tables with scale MP-2020. The health care cost rate was updated to reflect more recent trends. The inflation rate was changed from 2.4% to 2.2%.
2020: The investment rate of return/discount rate was changed from 7.5% to 7.25%
2019: The mortality tables were updated to reflect more recent mortality tables and generational mortality improvement. The health care cost rate was updated to reflect more recent trends.
2018: *None*
2017: The investment rate of return/discount rate was changed from 7.75% to 7.5% and the actuarial funding method was changed from Projected Unit Credit to Entry Age Normal.

Methods and assumptions used in calculations of actuarially determined contributions:
The actuarially determined contributions in the schedule of employers' contributions are calculated as of July 1, one year prior to the end of the fiscal year in which contributions are reported. The following actuarial methods and assumptions were used to determine contributions reported in that schedule:

Actuarial cost method	2017 to 2021: Entry age normal 2016: Projected Unit Credit
Amortization method	2021: Level dollar amount over 25 years on a closed amortization period 2020: Level dollar amount over 26 years on a closed amortization period 2019: Level dollar amount over 28 years on a closed amortization period 2017 to 2018: Level dollar amount over 30 years on a closed amortization period
Amortization period	2021: 25 years 2020: 26 years 2019: 28 years 2017 to 2018: 30 years
Asset valuation method	Market value

OPEB PLAN - CONTINUED:

Inflation	2021: 2.2% 2020: 2.4% 2019: 2.6% 2017 to 2018: 3% per year
Healthcare cost trend rate	2021: 6% decreasing .25% per year to 5.25%, then grading down to an ultimate trend rate of 4%, utilizing the Society of Actuaries Getzen Medical Trend Model. The ultimate medical inflation rate is reached in 2075. 2019 to 2020: 8% decreasing .5% per year to 5.5%, then grading down to an ultimate trend rate of 3.9%, utilizing the Society of Actuaries Getzen Medical Trend Model. The ultimate medical inflation rate is reached in 2075. 2017 to 2018: 8% decreasing 1% per year to an ultimate rate of 5% for 2020 and later years
Investment rate of return/ discount rate	2020 to 2021: 7.25% net of investment expenses, including inflation 2017 to 2019: 7.5% net of investment expenses, including inflation 2016: 7.75% net of investment expenses, including inflation

Investment Returns: Fiscal Year Ended June 30	2021	2020	2019	2018	2017
Annual money-weighted rate of return, net of investment expenses	26.88%	1.16%	2.81%	6.90%	11.56%

The money-weighted rate of return considers the changing amounts actually invested during a period and weights the amount of OPEB plan investments by the proportion of time they are available to earn a return during that period. The rate of return is then calculated by solving, through an iterative process, for the rate that equates the sum of the weighted external cash flows into and out of the OPEB plan investments to the ending fair value of OPEB plan investments.

UNIVERSITY OF MAINE SYSTEM
SUPPLEMENTAL INFORMATION REQUIRED BY THE STATE OF MAINE
SCHEDULES OF ACTIVITIES
(IN THOUSANDS)

Year Ended June 30, 2021

Functions/Programs	Expenses	Charges for Services	Program Investment Income	Operating Grants/ Contributions	Capital Grants/ Contributions	Net (Expense) Revenue
University of Maine System	$683,302	$ 268,683	$ 29,406	$ 161,564	$ 8,225	$(215,424)
General Revenues:						
Unrestricted interest and investment income						22,485
Additions to endowments - gifts						2,582
State of Maine noncapital appropriation						218,157
State of Maine capital appropriation						15,988
Federal Pell grants						34,591
Coronavirus relief funding						36,602
Loss on disposal of capital assets						(2,395)
Total Revenues and Extraordinary Items						328,010
Change in Net Position						112,586
Net Position, Beginning of Year						832,108
Net Position, End of Year						$ 944,694

Year Ended June 30, 2020 (Restated)

Functions/Programs	Expenses	Charges for Services	Program Investment Loss	Operating Grants/ Contributions	Capital Grants/ Contributions	Net (Expense) Revenue
University of Maine System	$720,114	$ 292,138	$ (4,165)	$ 145,880	$ 3,387	$(282,874)
General Revenues:						
Unrestricted interest and investment income						9,074
Additions to endowments - gifts						787
State of Maine noncapital appropriation						219,864
State of Maine capital appropriation						14,308
Federal Pell grants						37,808
Coronavirus relief funding						15,456
Loss on disposal of capital assets						(511)
Total Revenues and Extraordinary Items						296,786
Change in Net Position						13,912
Net Position, Beginning of Year						818,196
Net Position, End of Year						$ 832,108

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
University of Maine System
Orono, Maine

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities, the discretely presented component unit and the aggregate remaining fund information of the University of Maine System (the System) as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the System's basic financial statements, and have issued our report thereon dated November 30, 2021. Our report includes a reference to other auditors who audited the financial statements of the University of Maine Foundation (Foundation), as described in our report on the System's financial statements. The financial statements of the Foundation were not audited in accordance with *Government Auditing Standards*, and accordingly, this report does not include reporting on internal control over financial reporting or instances of reportable noncompliance associated with the Foundation.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the System's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we do not express an opinion on the effectiveness of the System's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Trustees
University of Maine System

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the System's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the System's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Quincy, Massachusetts
November 30, 2021

AUDITORS MANAGEMENT LETTER

CliftonLarsonAllen LLP
CLAconnect.com

Board of Trustees
University of Maine System
Orono, Maine

We have audited the financial statements of the business-type activities, the discretely presented component unit and the aggregate remaining fund information of University of Maine System (the System), a component unit of the State of Maine, as of and for the year ended June 30, 2021, and have issued our report thereon dated November 30, 2021. We did not audit the financial statements of the University of Maine Foundation, the discretely presented component unit. Those statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for the University of Maine Foundation, is based solely on the report of such other auditors. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings
Qualitative aspects of accounting practices
Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the System are described in Note 1 to the financial statements.

As described in Note 18, the System changed accounting policies related to reporting fiduciary activities as aggregate remaining fund information by adopting Statement of Governmental Accounting Standards (GASB Statement) No.84, *Fiduciary Activities*, in 2021. Accordingly, financial information that was historically accounted for in the business-type activities is now reported in fiduciary fund financial statements. The changes adopted to conform to the provisions of GASB No. 84 are applied retroactively by restating the 2020 financial statements. Our auditors' opinion was not modified with respect to this matter.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate(s) affecting the financial statements were:

- Management's estimate of depreciation is based on the estimated useful lives of capital assets. We evaluated the key factors and assumptions used to estimate the useful lives in determining that it is reasonable in relation to the financial statements taken as a whole.

AUDITORS MANAGEMENT LETTER

Board of Trustees
University of Maine System
Page 2

- Management's estimate of the allowance for doubtful accounts is based on historical loss levels, and an analysis of the collectability of individual accounts. We evaluated the key factors and assumptions used to develop the allowance in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of the amount of year-end compensated absences payable to employees is based on historical trends and anticipated leave time activity. We evaluated the key factors and assumptions used to develop the year-end compensated absences payable to employees in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of the earned and unearned portions of summer-session tuition, room and board fees is based on number of days for the respective fiscal year as a percentage of the total summer days on a calendar basis. We evaluated the key factors and assumptions used to develop the earned and unearned portions of summer-session tuition, room and board fees in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of scholarship allowance is based on an approved NACUBO method. We evaluated the key factors and assumptions used to develop the scholarship allowance in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of the net other postemployment benefit liability is based on an actuarial computed amount. We evaluated the key factors and assumptions used to develop the other postemployment benefits liability in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of the net pension liability is based on an actuarial computed amount. We evaluated the key factors and assumptions used to develop the net pension liability in determining that it is reasonable in relation to the financial statements taken as a whole.

- Management's estimate of the fair value of investments is based on prices quoted by the various brokers used for purchases and sales of investments. The System invests in alternative investments which are carried at estimated fair values based on financial information provided by the general partners or investment managers of the funds based on the underlying net asset values (practical expedient). Because many of these investments are not readily marketable, the estimates of fair value necessarily involve assumptions and estimation methods which are uncertain. We evaluated the key factors and assumptions used to determine the fair value of investments, in determining that it is reasonable in relation to the financial statements take as a whole.

- Management's estimate of the self-insurance liability related to workers' compensation and health insurance is based on actuarial valuations that is based on historical claims and exposure data. We evaluated the key factors and assumptions used to estimate the liability in determining that it is reasonable in relation to the financial statements taken as a whole.

AUDITORS MANAGEMENT LETTER

Board of Trustees
University of Maine System
Page 3

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

However, we want to inform you that we were not able to issue our audit report by October 31, 2021 due to a delay in the completion of the University of Maine Foundation's (the Foundation) financial statement audit. October 31, 2021 is the annual deadline for the System to provide audited financial statements to the State of Maine, who provided the System an extension to November 30, 2021.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated November 30, 2021.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Board of Trustees
University of Maine System
Page 4

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Audits of group financial statements

We noted no matters related to the group audit that we consider to be significant to the responsibilities of those charged with governance of the group other than the delay in the issuance of the Foundation's audit as noted above.

Quality of component auditor's work

There were no instances in which our evaluation of the work of a component auditor gave rise to a concern about the quality of that auditor's work.

Limitations on the group audit

There were no restrictions on our access to information of components or other limitations on the group audit.

Other information in documents containing audited financial statements

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

With respect to the supplementary information required by the State of Maine accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated November 30, 2021.

The Chancellor's Letter and schedule of the Board of Trustees and Management accompanying the financial statements, which is the responsibility of management, was prepared for purposes of additional analysis and is not a required part of the financial statements. Such information was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we did not express an opinion or provide any assurance on it.

* * *

AUDITORS MANAGEMENT LETTER

Board of Trustees
University of Maine System
Page 5

This communication is intended solely for the information and use of the board of trustees and management of University of Maine System and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Quincy, Massachusetts
November 30, 2021

2022 University of Maine System
NECHE Self Study
Digital Workroom Directory

ME-LAW = University of Maine School of Law

UM = University of Maine

UMA = University of Maine at Augusta

UMF = University of Maine at Farmington

UMFK = University of Maine at Fort Kent

UMM = University of Maine at Machias

UMPI = University of Maine at Presque Isle

UMS = University of Maine System

USM = University of Southern Maine

Introduction

Document/Link
November 29, 2021 NECHE Letter to UMS Chancellor Malloy
The University of Maine System and the Future of Maine, 2009
UMS 2020 NECHE Substantive Change Request
UMS Board of Trustees 2018 Declaration of Strategic Priorities to Address Critical State Needs
UMS June 2021 NECHE Evaluation Report
University of Maine System Unified Accreditation Progress Report / April 12, 2021

Institutional Overview

Document/Link
Capital Planning & Project Management
Chancellor Transmittal Letter, November 12, 2009
Emergency Action Plans Policy
Facilities Management & General Services
Finance & Administration
FY23 Operating Budget, First Reading
General Counsel
Government and Community Relations
Imperative for Change - Message from Chancellor Malloy
Labor Relations - All Contracts
Notice of Privacy Practices – CO/SWS HIPAA
Office of Organizational Effectiveness
Office of the Chancellor
Office of the Vice Chancellor of Academic Affairs
State of IT Report (2021)
Strategic Procurement
Student Success and Credential Attainment
Technology Replacement Policy
Title IX Sexual Harassment and Sex Discrimination
UMS 2004 Strategic Plan
UMS 2021 Data Governance Report
UMS Accessibility & Non-Discrimination Notice

Document/Link
[UMS Administrative Practice Letters](#)
[UMS APL on Accessibility of University Programs, Services and Facilities](#)
[UMS APL on Use of University Funds](#)
[UMS Charter](#)
[UMS Commitment to People with Disabilities](#)
[UMS Data Cookbook](#)
[UMS Equal Opportunity Complaint Procedures](#)
[UMS FERPA Guidelines](#)
[UMS Finance Administrative Practice Letters](#)
[UMS Financial Assumptions](#)
[UMS HIPAA Policy](#)
[UMS Human Resources](#)
[UMS Information Security Policy](#)
[UMS Institutional Data (Governance, Data Requests, Data Access and Use)](#)
[UMS Multi-Year Financial Analysis FY22 to FY26](#)
[UMS Policy 206 - Ethics Code and Conflict of Interest](#)
[UMS Policy 209 - Intellectual Property Rights Policy](#)
[UMS Policy 212 - Academic Freedom](#)
[UMS Policy 214 - Institutional Authority on Political Matters](#)
[UMS Policy 301 - Mission and Strategic Plan Policy](#)
[UMS Policy 302 - Academic Calendars](#)
[UMS Policy 314 - Academic Integrity](#)
[UMS Policy 401 - Equal Opportunity Policy](#)
[UMS Policy 402 - Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking, Retaliation, and Title IX](#)
[UMS Policy 410 - Conflict of Interest Policy](#)
[UMS Policy 414 - Non-Violence](#)
[UMS Policy 501 - Student Conduct Code](#)
[UMS Preferred Name Policy](#)
[UMS Procurement Policies and Procedures](#)
[UMS Records Retention Practices Policy](#)
[UMS Research and Development Plan](#)
[UMS Strategic Planning Data Book](#)
[University of Maine System Board of Trustees Committee Responsibilities and Membership](#)
[University of Maine System Board of Trustees Membership](#)

Document/Link
[University of Maine System Student Conduct Code](#)
[US:IT Mission, Vision, and Service Values](#)
[US:IT Policies and Procedures](#)
[US:IT Reports & Newsletters](#)

Standard One

Institution	Document/Link
ME-LAW	2020 Cumberland Legal Aid Annual Report
ME-LAW	Annual Questionnaire 2019
ME-LAW	Annual Questionnaire 2020
ME-LAW	Annual Questionnaire 2021
ME-LAW	Bar Questionnaire Summary Report 2019
ME-LAW	Bar Questionnaire Summary Report 2020
ME-LAW	Bar Questionnaire Summary Report 2021
ME-LAW	Center for Oceans and Coastal Law Mission Statement
ME-LAW	Cumberland Legal Aid Clinic Mission Statement
ME-LAW	Employment Questionnaire Summary Report 2019
ME-LAW	Employment Questionnaire Summary Report 2020
ME-LAW	Employment Questionnaire Summary Report 2021
ME-LAW	Institutional Mission Statement
ME-LAW	Law Library Additional Information
ME-LAW	Law Library Mission Statement
ME-LAW	Maine Center for Juvenile Policy and Law Mission Statement
ME-LAW	Refugee and Human Rights Clinic Mission Statement
ME-LAW	Self Study 2013-2014
ME-LAW	Standard 509 (Summary of Annual Questionnaire) Information Report 2019
ME-LAW	Standard 509 (Summary of Annual Questionnaire) Information Report 2020
ME-LAW	Standard 509 (Summary of Annual Questionnaire) Information Report 2021
ME-LAW	Student Handbook - JD 2021-2022
ME-LAW	Student Handbook - JSD 2021-2022
ME-LAW	Student Handbook - LLM 2021-2022
UM/UMM	Maine Business School Mission Statement
UM/UMM	Strategic Vision and Values: Strategic Framework for the University's Future
UM/UMM	UM Institutional Mission Statement
UM/UMM	UMaine Career Center Mission Statement
UM/UMM	UMaine Center on Aging Mission Statement
UM/UMM	UMaine College of Education and Human Development Mission Statement
UM/UMM	UMaine College of Engineering Mission Statement
UM/UMM	UMaine College of Liberal Arts and Sciences Mission Statement
UM/UMM	UMaine College of Natural Sciences, Forestry, & Agriculture Mission Statement

Institution	Document/Link
UM/UMM	UMaine Division of Lifelong Learning Mission Statement
UM/UMM	UMaine Graduate School Mission Statement
UM/UMM	UMaine Information Technology Mission Statement
UM/UMM	UMaine Raymond H. Fogler Library Mission Statement
UM/UMM	UMaine Research Mission Statement
UM/UMM	UMaine Student Accessibility Services Mission Statement
UM/UMM	UMaine Student Life Vision and Mission
UM/UMM	UMM Equity and Inclusion Mission Statement
UM/UMM	UMM Institutional Mission Statement
UM/UMM	UMM Living on Campus Mission Statement
UM/UMM	UMM Merrill Library Mission Statement
UM/UMM	UMM Student Engagement Mission Statement
UM/UMM	UMM Sunrise Senior College Mission Statement
UMA	Diversity, Equity and Inclusion Council Mission
UMA	Prison Education Partnerships Office Description and Mission Statement
UMA	Statement on Equity and Inclusion
UMA	UMA Academic Services Mission Statement
UMA	UMA Institutional Mission Statement
UMA	UMA Libraries Mission Statement
UMF	2017 Strategic Plan Executive Summary
UMF	2017 Strategic Plan Summary of Progress
UMF	Athletics Mission Statement
UMF	Center for Student Development
UMF	Graduate Programs
UMF	Honors Mission Statement
UMF	Mantor Library Mission and Values
UMF	Mission Statement for Teacher Education
UMF	Office of Continuing Education
UMF	Reimagining the University: Three-year Strategic Plan 2021-2024
UMF	Recruitment and Retention Plan 2016-2019
UMF	UMF Mission and Values
UMF	UMF Signature and Emerging Areas of Excellence - April 2017
UMFK	Process to Review the Mission
UMFK	Publication of the Mission
UMFK	UMFK Charter

Institution	Document/Link
UMFK	UMFK Strategic Framework 2021-2026
UMFK	UMFK Strategic Plan 2015-2020
UMPI	Accreditation Information
UMPI	Equal Opportunity Statement
UMPI	Mission, Vision, Institutional Values
UMPI	Strategic Plan 2025
UMPI	YourPace Masters in Organizational Leadership
UMPI	YourPace Programming Information
UMPI	YourPace Undergraduate Degrees
USM	Athletic Training Program Mission Statement, Goals, and Objectives
USM	Board of Student Organizations - Affiliated Member Groups
USM	Board of Student Organizations Constitution
USM	Center for Collaboration and Development's Service Commitment
USM	Club Sports Mission Statement
USM	Counselor Education Mission & Philosophy
USM	Department of Analysis, Applications, and Institutional Research Mission & Responsibilities
USM	Department of Engineering Mission Statement
USM	Department of Occupational Therapy Mission Statement
USM	Graduate Program in Public Health Program Statement
USM	Health Sciences Mission
USM	Honors Program Mission & Goals
USM	Inclusion, Diversity, and Equity Council (IDEC) Guiding Principles
USM	Jean Byers Sampson Center for Diversity in Maine Vision & Mission Statement
USM	Lewiston-Auburn College Campus Mission Statement
USM	Maine Campus Compact Mission & Vision
USM	Maine Model United Nations Program - Bringing the World to Maine: Our Mission
USM	Maine Rural Health Research Center
USM	Office of Equity, Inclusion, and Community Impact Mission & Goals
USM	Office of Graduate Studies Service Commitment
USM	Office of Residential Life Mission & Vision
USM	Osher Map Library Mission Statement
USM	Outdoor Adventures Board's Mission
USM	Psychology Club Mission
USM	Safe Zone Project Mission
USM	School of Business Mission Statement & Values

Institution	Document/Link
USM	School of Education and Human Development Mission and Values
USM	School of Nursing Mission & Philosophy
USM	School of Social Work Mission Statement & Diversity Statement
USM	Senior College at USM Lewiston-Auburn College
USM	Social and Behavioral Sciences Mission
USM	The Bertha Crosley Ball Center for Compassion Mission Statement
USM	University Health and Counseling Services Tobacco-Free Campus Mission & Value Statements
USM	USM Assistance and Care Team (ACT)
USM	USM BOT approved mission statement 10/2010
USM	USM Club Hockey Mission
USM	USM Libraries Mission
USM	USM Mission Statement
USM	Veterans Services Office Mission
USM	Women and Gender Studies Program Mission

Standard Two

Institution	Document/Link
ME-LAW	Committee to Advise on the Future Direction of the Law School
ME-LAW	LSSSE Results 2017
ME-LAW	LSSSE Results 2018
UM/UMM	AACSB Approval Letter - August 2021
UM/UMM	AACSB UMaine MBS Unit Accreditation Application
UM/UMM	Athletic Training Program Accreditation Email - September 2021
UM/UMM	CAEP Letter - COEHD Accreditation - May 2021
UM/UMM	CAEP Letter and Report - COEHD Accreditation - May 2021
UM/UMM	Division of Lifelong Learning External Program Review - October 2021
UM/UMM	Division of Lifelong Learning Self-Study Revisions - September 2021
UM/UMM	ECB Program Review 2019
UM/UMM	Graduate Majors (Fall 2012 through Fall 2021)
UM/UMM	IFA ECB Final Report for 2019 Program Reviews
UM/UMM	IFA Program Review Updated - Spring 2019
UM/UMM	IFA Self Study Report Fall 2018
UM/UMM	Interdisciplinary Fine Arts Program Self-Review Executive Summary
UM/UMM	MLC Response to 2021 External Review
UM/UMM	NASAD Commission Action Report - May 2021
UM/UMM	NASAD Letter - UMaine Unified Accreditation Final - April 2020
UM/UMM	NASAD Report Update - March 2021
UM/UMM	NASAD Response - October 2020
UM/UMM	National Association of Schools of Art and Design Self Study 2020
UM/UMM	National Association of Schools of Art and Design - Visitors' Report - October 2020
UM/UMM	Official Enrollment Statistics - Student Majors (Fall 2021)
UM/UMM	Program Review - Bachelor of College Studies Evaluators Report - June 2019
UM/UMM	Program Review - Bachelor of College Studies Self Study Revised - April 2019
UM/UMM	Program Review Peer Report - Department of Modern Languages and Classics March 2021
UM/UMM	Program Review: Approximate Timeline
UM/UMM	Program Review: Process Overview
UM/UMM	Report on IFA from External Reviews - June 2019
UM/UMM	Report on IFA from External Reviews - June 2019
UM/UMM	Rolling Capital Master Plan for FFT March 10, 2022
UM/UMM	The Employment and Educational Status of 2017-2018 Baccalaureates (Life After UMaine)

UM/UMM	UM Degrees Conferred By College - Fiscal Year 2016-2017 Through 2020-2021	
UM/UMM	UM Office of Institutional Research and Assessment Data Page	
UM/UMM	UM Office of Institutional Research and Assessment Home Page	
UM/UMM	UM Program Review Criteria	
UM/UMM	UM Program Review Examples	
UM/UMM	UM Program Review Schedule 2015-2024	
UM/UMM	UM Rolling Capital Master Plan	
UM/UMM	UM Strategic Vision and Values	
UM/UMM	UM Undergraduate Majors Fall 2011 – Fall 2020	
UM/UMM	UM/UMM FY'23 Financial Plan	
UM/UMM	UMM Majors Report - Fall 2021	
UM/UMM	UMM Program Review Schedule	
UM/UMM	UMM UMM Collaboration Notes 2019	
UM/UMM	University of Maine EAC Final Statement - 2018-2019 Accreditation Cycle	
UM/UMM	University of Maine ETAC Final Statement - 2020-2021 Accreditation Cycle	
UMA	ALA-APA Signed Contract LSSC 2019	
UMA	ILS 2017-18 Internal Program Review Report	
UMA	ILS Final External Review Report 2018	
UMA	MHHS 2014 to 2019 Program Review with Appendices	
UMA	MHHS CSHSE Self Study Final Report 2020	
UMA	MHHS CSHSE VPA Accreditation Notification Letter - November 2020	
UMA	Review of the MHHS Program (2014-2019)	
UMA	Strategic Enrollment Plan UMA 2018-22	
UMA	UMA 2025 - Strategic-Plan	
UMA	UMA Libraries - Fall 2021 Planning	
UMA	UMA Libraries Strategic Plan 2021-2024 Mission and Vision	
UMA	UMSL Strategic Plan 2021	
UMF	CAEP 2017 Accreditation	
UMF	NEASC Fifth-Year Interim Report January 2017	
UMF	Program Review - Bachelor of Arts in Biology Self Study 2021	
UMF	Program Review - Bachelor of Science in Earth and Environmental Sciences 2020	
UMF	Program Review - Community Health Education 2012-13	
UMF	Program Review - Computer Science 2018	
UMF	Program Review - Creative Writing 2012-13	
UMF	Program Review - English 2019	

UMF	Program Review - Environmental Policy and Planning Self Study 2014	
UMF	Program Review - Geography Program Review 2012-13	
UMF	Program Review - History 2017	
UMF	Program Review - IGS 2021	
UMF	Program Review - Individualized Major 2014	
UMF	Program Review - International and Global Studies 2014	
UMF	Program Review - Mathematics 2016	
UMF	Program Review - Performing Arts 2021	
UMF	Program Review - Philosophy/Religion 2013-2014	
UMF	Program Review - Political Science 2013	
UMF	Program Review - Psychology Department Self Study 2014 (Revision March 2015)	
UMF	Program Review - Psychology Department 2022	
UMF	Program Review - Rehabilitation 2013	
UMF	Program Review - Visual Arts 2017-2018	
UMF	Program Reviews by Division	
UMF	UMF NEASC Reaccreditation Self-Study Jan 2012	
UMFK	2020-2024 Nursing Strategic Plan	
UMFK	Academic Program Annual Divisional Form/Reports (Folder)	
UMFK	Annual Faculty Self Eval Form	
UMFK	Annual Unit Report Form	
UMFK	Curricular Change Form/ Approval Sheet	
UMFK	Curriculum Review Policy and Procedures	
UMFK	Dean Executive Summary Form	
UMFK	Enrollment Management Plan 2020 -2022	
UMFK	Facilities Key Indicators	
UMFK	Great Colleges to Work For 2021 Results	
UMFK	Institutional Effectiveness and Assessment Plan	
UMFK	Institutional Effectiveness Calendar	
UMFK	NSSE 2020 Advising Module Results	
UMFK	NSSE 2020 High Impact Practices	
UMFK	NSSE 2020 Institutional Version	
UMFK	NSSE 2020 Snapshot	
UMFK	Program Review Schedule	
UMFK	Sample Program Self Studies and Program Review Reports (Folder)	
UMFK	The Annual Report Grid	
UMFK	UMFK FY21 Sitelines Assessment	

UMFK	UMFK Master Plan
UMFK	UMFK Strategic Framework 2021-2026
UMFK	UMS Libraries Strategic Plan
UMPI	10-year Capital Plan
UMPI	Facilities Master Plan 2018
UMPI	NSSE 2020 - Administrative Summary
UMPI	NSSE 2020 - Engagement Indicators
UMPI	NSSE 2020 - Frequencies and Statistics
UMPI	NSSE 2020 - High-Impact Practices
UMPI	NSSE 2020 - Multi-Year Report
UMPI	NSSE 2020 Report
UMPI	Previous Strategic Plan (2020)
UMPI	Strategic Plan (2020)--revised 2018
UMPI	Strategic Plan - Operational Plan 2018
UMPI	Strategic Plan 2025
UMPI	UMPI Library Planning Document March 2022
UMPI	Wieden Hall Budget Planning & Scoping Document April 2020
UMPI	Wieden Hall Building Evaluation April 2016
USM	Academic Program Review Guidelines (2018)
USM	Advising: Degree Planning
USM	Bias Response Team Development Plan (2021)
USM	Campus Sustainability Strategic Plan (2017)
USM	Career & Student Success Center
USM	Data Innovation Project
USM	Department of Analysis, Applications, and Institutional Research
USM	Electronic Course Evaluations: Basic Information
USM	Emergency Action Plan (2018)
USM	Fire Prevention Plan (2014)
USM	Great University Campaign
USM	Institutional Assessment Reports
USM	Master Plan (2019)
USM	Master Plan: Schedule of Process
USM	Preparing USM for the Future
USM	Retention/Graduation Reports
USM	School of Business Continuous Improvement Review 2014-2019
USM	Survey Research Center

USM	Sustainability Progress Reports, Carbon Inventories, and Climate Action Plans
USM	Transportation Demand Management Plan (2020)
USM	USM Emergency Operations Plan (2016)
USM	USM Libraries Checklist for Evaluating Web Resources
USM	USM: The Next Five Years 2020-2025
USM	Vision 2028

Standard Three

Institution	Document/Link
ME-LAW	3+3 Agreements - UM/UMM
ME-LAW	3+3 Agreements - UMA
ME-LAW	3+3 Agreements - UMF
ME-LAW	3+3 Agreements - UMFK
ME-LAW	3+3 Agreements - UMPI
ME-LAW	3+3 Agreements - USM
ME-LAW	Dual Degree MOU - JD/MPH Program
ME-LAW	Dual Degree MOU - JD/MPPN Program
ME-LAW	Faculty Committee List 2021-2022
ME-LAW	Faculty Governance
UM/UMM	College Bylaws - College of Education and Human Development
UM/UMM	College Bylaws - College of Engineering
UM/UMM	College Bylaws - College of Liberal Arts & Sciences
UM/UMM	College Bylaws - College of NSFA
UM/UMM	College Bylaws - Honors College
UM/UMM	College Bylaws - Maine Business School
UM/UMM	Committees of the Administration
UM/UMM	Maine State Legislature - 1865 PS C532
UM/UMM	Maine State Legislature - 1967 PS C229
UM/UMM	Maine State Legislature - 1969 PS C238
UM/UMM	Organization Chart - Academic Affairs
UM/UMM	Organization Chart - Office of the President
UM/UMM	Organization Chart - Student Life
UM/UMM	Organization Chart - UM-UMM
UM/UMM	Standard 3 Data First Form
UM/UMM	UM-UMM Regional Campus Task Force
UM/UMM	UMaine Student Government
UM/UMM	UMaine Undergraduate Program Curriculum Committee
UM/UMM	UMM Student Senate
UM/UMM	University of Maine Board of Visitors Membership
UMA	Board of Visitors
UMA	Classified Employees Assembly
UMA	Faculty Senate Constitution 2012

UMA	Mellon Interim Report - All Questions	
UMA	Organizational Charts	
UMA	President's Cabinet	
UMA	Professional Employees Assembly	
UMA	Professional Employees Assembly Bylaws	
UMA	Report on Second Chance Pell Program for NECHE - Oct 2021	
UMF	AFUM CBA 2019-2021	
UMF	Faculty Senate Constitution	
UMF	PATFA Contract 2019-2021	
UMF	Policies and Procedure Manual (Oct. 17, 2021)	
UMFK	Faculty Assembly Constitution	
UMFK	Faculty Handbook	
UMFK	IPEDS - Data Feedback Forms	
UMFK	IPEDS - Institutional Profile	
UMFK	IPEDS - Reported Data	
UMFK	Membership and Roles of Advisory Committees	
UMFK	Organizational Chart	
UMFK	Role, Scope, and Authority of Governance Committees (Folder of Charters)	
UMFK	Strategic Framework 2021-2026	
UMFK	Student Handbook	
UMFK	UMFK Charter	
UMPI	Data First Form	
UMPI	Enrollment Management Plan FY22-FY24	
UMPI	University Senate Bylaws 4.2.19	
UMPI	University Senate Constitution	
USM	Academic Policies	
USM	Alumni Engagement Council	
USM	Anti-Bullying/Mobbing Statement	
USM	Board of Student Organizations	
USM	Board of Trustees: Statement on Shared Government	
USM	Campus Centers Advisory Board	
USM	College of Arts, Humanities, and Social Sciences - Governance and By-Laws (2021)	
USM	Commuter Student Association	
USM	Core Curriculum Committee	
USM	Department of Linguistics Policies and Procedures: Personnel (2021)	
USM	Faculty Senate Brightspace	

USM	Graduate Council
USM	Graduate Student Board
USM	Inclusion, Diversity, and Equity Council
USM	Master of Public Health (MPH) Advisory Committee
USM	Office of Academic Assessment
USM	Office of the President
USM	Policy on Religious and Spiritual Life (2017)
USM	Prior Learning Assessment Residency Policy
USM	Professional & Classified Staff Senates
USM	Sampson Center Governance
USM	Senior College at USM Lewiston-Auburn College Committees
USM	Student Athlete Advisory Committee
USM	Student Conduct Committee
USM	Student Government Constitution
USM	Student Government Association
USM	Student-Athlete Diversity, Inclusion, and Equity Committee
USM	The Governance Document of the University of Southern Maine
USM	USM Athletics Compliance
USM	USM Athletics Concussion Policy
USM	USM Athletics Name, Image and Likeness Policy
USM	USM Board of Visitors
USM	USM Committees and Councils (Fall 2021)
USM	USM Faculty Handbook
USM	USM Foundation Board of Directors
USM	Website Governance Policy

Standard Four

Institution	Document/Link
ME-LAW	Academic Program
ME-LAW	Faculty
ME-LAW	First Year Courses
ME-LAW	Information Privacy Certificate Learning Outcomes (Certificate for Current Students)
ME-LAW	J.D. Learning Outcomes
ME-LAW	J.D. Student Handbook 2021-2022
ME-LAW	J.S.D Learning Outcomes
ME-LAW	J.S.D. Student Handbook 2021-2022
ME-LAW	LL.M Learning Outcomes
ME-LAW	LL.M Student Handbook 2021-2022
ME-LAW	Program Admissions Standards
ME-LAW	Sample Syllabi - Appellate Litigation Practicum (LAW 706) Fall 2021
ME-LAW	Sample Syllabi - Constitutional Law (LAW 620) Spring 2022
ME-LAW	Sample Syllabi - Elder Law (LAW 705) Spring 2022
ME-LAW	Sample Syllabi - General Practice Clinic (LAW 663) Spring 2022
ME-LAW	Sample Syllabi - Intellectual Property (LAW 661) Fall 2021
ME-LAW	Sample Syllabi - Legal Research, Analysis, And Communication I (LAW 607) Fall 2021
ME-LAW	Sample Syllabi - Refugee and Human Rights Clinic (LAW 783) Spring 2022
ME-LAW	Sample Syllabi - Tax Law Practicum (LAW 689) Fall 2021
ME-LAW	Sample Syllabi - Taxation I (LAW 649) Fall 2021
ME-LAW	Sample Syllabi - Torts (LAW 611) Fall 2021
ME-LAW	Second and Third Year Courses
UM-UMM	Academic Program Review Criteria
UM-UMM	Academic Standing Policies
UM-UMM	Articulation Agreements
UM-UMM	Civil and Environmental Engineering Undergrad Guide 2021-2022
UM-UMM	Course Requirements - BA in International Affairs - Economics
UM-UMM	Course Requirements - BS in Business Administration 2019-2020
UM-UMM	Course Requirements - BS in Civil and Environmental Engineering
UM-UMM	Course Requirements - BS in Ecology and Environmental Sciences
UM-UMM	Course Requirements - BS in Economics
UM-UMM	Course Requirements - BS in Elementary Education
UM-UMM	Course Requirements - BS in Political Science 2021-2022

UM-UMM	Credit Hour Definition (In course catalog)
UM-UMM	Full-time Faculty as of August 1, 2021
UM-UMM	Gen Ed Reform: Motion to Form a Committee to Recommend General Education Changes Academic Affairs and General Education Committees (April 2021)
UM-UMM	General Education Catalog
UM-UMM	General Education Learning Outcomes
UM-UMM	Graduate Catalog
UM-UMM	Graduate Degree Programs - Graduate Programs in the College of Education and Human Development
UM-UMM	Graduate Degree Programs - M.A. and PhD. in History
UM-UMM	Graduate Degree Programs - M.A. in Communication
UM-UMM	Graduate Degree Programs - M.A. in Communication Sciences and Disorders
UM-UMM	Graduate Degree Programs - M.S. and PhD. in Marine Sciences
UM-UMM	Graduate Degree Programs - Maine M.B.A.
UM-UMM	Graduate Degree Programs - PhD in Food Science and Nutrition
UM-UMM	Graduate School Admissions Process
UM-UMM	Graduate School General Policies
UM-UMM	Graduate School Learning Goals
UM-UMM	Managing Academic Misconduct
UM-UMM	Minor in Criminal Justice, Dept of Sociology
UM-UMM	New Academic Program Request - Minor in Criminal Justice (Folder)
UM-UMM	Program Request (Step 1): MS And PhD In Fisheries Science, Management and Policy
UM-UMM	Program Review - Department of Modern Languages and Classics - External 2021
UM-UMM	Program Review - Department of Modern Languages and Classics - Reviewer Response 2021
UM-UMM	Program Review - Division of Lifelong Learning - External Review 2021
UM-UMM	Program Review - Division of Lifelong Learning Self-Study Revised Sept 2021
UM-UMM	Program-Level Published Learning Outcomes
UM-UMM	Required Syllabus Statements
UM-UMM	Sample Four-Year Schedule - BS Business Administration in Accounting
UM-UMM	Sample Four-Year Schedule - BS in Physics
UM-UMM	Sample Syllabi - ENG 101 Fall 2021
UM-UMM	Sample Syllabi - Intro to Anthropology: Diversity of Cultures (ANT 102) Spring 2022
UM-UMM	Sample Syllabi - Introduction to Ocean Science (SMS 100) Fall 2021
UM-UMM	Sample Syllabi - UMM General Biology (BIO 117) Spring 2022
UM-UMM	Student Academic Integrity Policy

UM-UMM	Student Handbook	
UM-UMM	UG and Grad Certs in Engineering Applications of AI	
UM-UMM	UMaine Machias Catalog	
UM-UMM	UMaine Machias Curriculum Committee	
UM-UMM	UMaine Machias Student Academic Integrity Policy	
UM-UMM	UMaine Program Review (Folder in Standard 2)	
UM-UMM	Undergraduate Catalog	
UM-UMM	Undergraduate Program Curriculum Committee	
UM-UMM	University of Maine at Machias (Core Curriculum)	
UM-UMM	University of Maine at Machias Core Curriculum	
UM-UMM	University of Maine General Education Requirements	
UM-UMM	University of Maine System Student Conduct Code	
UMA	Academic Policies	
UMA	Academic Programs	
UMA	ACEN (Nursing) Accreditation Letter 2019	
UMA	ACEN Prelicensure Substantive Change Approval	
UMA	American Dental Association Accreditation Information 2022	
UMA	AVMA (Veterinary Technology Program) Accreditation Letter 2021	
UMA	CODA (Dental Assisting Program) Accreditation Letter 2020	
UMA	CODA (Dental Hygiene) - Approval without Reporting Requirements Letter 2021	
UMA	Course Catalog	
UMA	CSHSE VPA (Mental Health and Human Services) Accreditation Letter 2020	
UMA	General Education Requirements	
UMA	Honors Program	
UMA	NAAB (Architecture) Accreditation Letter 2019	
UMA	Prior Learning Assessment	
UMA	Sample Syllabi (folder)	
UMA	UMA Externally Accredited Programs	
UMF	Course Catalog 2021-2022	
UMF	First-Year Fusion Program Information	
UMF	First-Year Seminar - Collegial Agreement (2021)	
UMF	First-Year Seminar - Research Learning Experiences (RLE) Proposal	
UMF	First-Year Seminar - "Role-Based Assignments" Article (Minor & McCourt)	
UMF	First-Year Seminar - "Supporting the First Year Transition" Article (Beck & Minor)	
UMF	Global Education - Travel Course Proposal Form	

UMF	Global Education Program Information	
UMF	Graduate Course Catalog (2021-2022)	
UMF	Graduate Programs - Graduate Education Taskforce Report (2013)	
UMF	Graduate Programs - NEASC Site Visit Report (2016)	
UMF	Graduate Programs - NEASC Substantive Change Request (2015)	
UMF	Graduate Programs - Response to NEASC Report on Off Site Locations (2016)	
UMF	Graduate Programs - Student Research Projects (M.S.Ed. in Early Childhood)	
UMF	Graduate Programs - The Internship in School Leadership Guidance Document	
UMF	New Commons Annual Report 2021	
UMF	New Commons Budget Narrative March 2017	
UMF	New Commons Project Information	
UMF	Sample Syllabi - Crisis Intervention & Stabilization (PSY 500) Spring 2022	
UMF	Sample Syllabi - First-Year Seminar "Picturing Place" Fall 2021	
UMF	Sample Syllabi - Introduction to Archaeology (ANT 102S) Fall 2021	
UMF	Sample Syllabi - Jazz: Music, Race, and Culture (MUH 260A) Spring 2022	
UMF	Sample Syllabi - Teaching Students with Learning and Behavior Problems in the Regular Classroom (SED 360) Spring 2022	
UMF	Virtual Global Classroom Project (Overview)	
UMF	Virtual Global Education IRIS Report 2020-2021	
UMF	Virtual Global Education Proposal	
UMF	Writing Across the Curriculum - Writing Intensive Pilot 2012-2013	
UMF	Writing Reboot Agenda and Activity Packet	
UMF	Writing Reboot Homework Packet	
UMFK	2020-2021 Pilot Academic Structure Organizational Chart	
UMFK	Academic Structure 2019-2020	
UMFK	ACRL Framework for Information Literacy Grant and Workshop (folder)	
UMFK	Additional Course Syllabi	
UMFK	Annual Program Review Process Timeline 2021	
UMFK	Annual Report - Academic Support Services 2021	
UMFK	Annual Report - Assoc Sci. in Applied Forest Management 2020	
UMFK	Annual Report - Behavioral and Social Science 2019	
UMFK	Annual Report - Behavioral Science 2020	
UMFK	Annual Report - Biology 2019	
UMFK	Annual Report - Computer Applications/Cybersecurity/Information Security 2019	
UMFK	Annual Report - Conservation Law Enforcement 2019	
UMFK	Annual Report - Conservation Law Enforcement 2020	

UMFK	Annual Report - Emergency Management/Homeland Security 2020
UMFK	Annual Report - Environmental Studies 2019
UMFK	Annual Report - Environmental Studies 2020
UMFK	Annual Report - Forestry 2019
UMFK	Annual Report - French 2020
UMFK	Annual Report - Nursing 2018-2019
UMFK	Annual Report - Nursing 2020
UMFK	Annual Report - Rural Public Safety/Criminal Justice 2020
UMFK	Annual Report - TRIO 2019
UMFK	Annual Report Grid - Division Chairs-Direct Reports 2018-2019
UMFK	Annual Report Grid - Division Chairs-Direct Reports 2019-2020
UMFK	Annual Report Grid - Division Chairs-Direct Reports 2020-2021
UMFK	Annual Unit Report - AFM,CLE, BSES, Biology 2021
UMFK	Annual Unit Report - Allied Health, Behavioral Science, Nursing 2021
UMFK	Annual Unit Report - Business, Computer App, Cybersecurity, Rural Public Safety/CRJ 2021
UMFK	Course Catalog 2021-2022
UMFK	Credit Hour Policy
UMFK	CREDO Instruct - Information Literacy Tool
UMFK	Curricular Change (folder)
UMFK	Curricular Change Request - Conservation Law Enforcement 2019-2020
UMFK	Curriculum Review Policy and Procedures
UMFK	Distance Education Course Development Form
UMFK	Faculty Handbook
UMFK	General Education E-Portfolio Requirements, Student Learning Outcomes, and Assessment Tables (folder)
UMFK	General Education Requirements - Associate
UMFK	General Education Requirements - Baccalaureate
UMFK	IPEDS Financial Summary Comparison Sheet - Cost of Instruction
UMFK	Non-credit Course Schedules, Summer, and Senior College (folder)
UMFK	Policy on Satisfactory Academic Progress
UMFK	Program Accreditations
UMFK	Program Review Schedule 11-30-2018
UMFK	Promoting Academic Integrity Policy
UMFK	Sample Course Guides (folder)
UMFK	Sample Program Reviews (folder)
UMFK	Sample Syllabi - Business Law 1 (BUS 336) Fall 2021

UMFK	Sample Syllabi - Health Related Research and Evidenced-Based Practice (NUR 401/HCA 401) Spring 2022	
UMFK	Sample Syllabi - Introduction to Sociology (SOC 100) Fall 2021	
UMFK	Sample Syllabus Template	
UMFK	Student Handbook	
UMFK	Transfer Articulation Agreements (folder)	
UMFK	Transfer of Credit Practice Policy	
UMFK	Viable Academic Program Review (folder)	
UMPI	2020 Strategic Plan	
UMPI	Academic Affairs Structure	
UMPI	Academic Catalog	
UMPI	Academic Program Planning and Assessment Policy Manual	
UMPI	General Education Outcomes & Rubrics 2019-2020	
UMPI	General Education Outcomes & Rubrics 2020-2021	
UMPI	General Education Review	
UMPI	Program Learning Outcomes - AA in Criminal Justice	
UMPI	Program Learning Outcomes - AS in Medical Laboratory Technology	
UMPI	Program Learning Outcomes - BA in Accounting	
UMPI	Program Learning Outcomes - BA in Arts	
UMPI	Program Learning Outcomes - BA in Biology	
UMPI	Program Learning Outcomes - BA in Business Administration	
UMPI	Program Learning Outcomes - BA in Criminal Justice	
UMPI	Program Learning Outcomes - BA in Cyber Security	
UMPI	Program Learning Outcomes - BA in English	
UMPI	Program Learning Outcomes - BS in Agricultural Science & Agribusiness	
UMPI	Program Learning Outcomes - BS in Education	
UMPI	Program Learning Outcomes - BS in Environmental Science & Sustainability	
UMPI	Program Learning Outcomes - BS in Exercise Science	
UMPI	Program Learning Outcomes - BS in Health Administration	
UMPI	Program Learning Outcomes - BS in Mathematics	
UMPI	Program Learning Outcomes - BS in Nursing	
UMPI	Program Learning Outcomes - MA in Organizational Leadership	
UMPI	Program Review - Criminal Justice 2019	
UMPI	Program Review - Education 2021	
UMPI	Program Review - English 2011	
UMPI	Program Review - Fine Arts 2013	

UMPI	Program Review - History (folder)	
UMPI	Program Review - Mathematics 2014	
UMPI	Program Review - Medical Laboratory Technician 2015	
UMPI	Program Review - Psychology 2008	
UMPI	Program Review - Social Work (folder)	
UMPI	Program Review Schedule	
UMPI	Sample Syllabi - Advanced Assessment (EXS 342) Fall 2021	
UMPI	Sample Syllabi - Athletic Training Clinical (ATH 245) Spring 2018	
UMPI	Sample Syllabi - Food & Agricultural Marketing (AGR 350) Fall 2020	
UMPI	Sample Syllabi - Fundamentals of Geographic Information Systems (ENV 308) Spring 2018	
UMPI	Sample Syllabi - Intro to Business and Economics (BUS 107) Spring 2019	
UMPI	Sample Syllabi - Introduction To Professional Communication And Journalism (PCJ180) Spring 2022	
UMPI	Sample Syllabi - Introduction to Public Health (HEA 101) Fall 2021	
UMPI	Sample Syllabi - Recreation Internship (REC 495) Summer 2014	
UMPI	Strategic Plan 2025	
UMPI	Student Academic Standards, Records & Curriculum Catalog Policy Manual	
USM	AACSB Assurance of Learning Process	
USM	Advising Network	
USM	Assessment of Student Learning Outcomes	
USM	Bachelor of Science in Nursing	
USM	Department of English	
USM	Department of Mathematics and Science	
USM	Design for a New USM Core Experience	
USM	Fall 2009 Information Reporting IPEDS Student Report	
USM	Five Year Enrollment Statistics	
USM	Guidelines and Criteria for General Education Programs	
USM	Inventory of Departmental Assessment Activities	
USM	Majors, Minors, & Programs	
USM	Office of Prior Learning Assessment	
USM	Policy on Academic Integrity	
USM	Sample Syllabi (folder)	
USM	Summary of Undergraduate Degree Programs	
USM	Undergraduate Catalog	
USM	Undergraduate Core Curriculum	
USM	Undergraduate Core Requirements	

USM	University of Southern Maine Articulation Agreements	
USM	University of Southern Maine Catalog	
USM	University of Southern Maine Faculty Handbook	
USM	University of Southern Maine Graduate Admissions Policy	
USM	University of Southern Maine Graduate Catalog	
USM	University of Southern Maine Graduate Studies Website	
USM	University of Southern Maine Undergraduate Residence Requirement	
USM	USM Center for Technology-Enhanced Learning	
USM	USM Core Curriculum Description	
USM	USM Evaluation of New Degree Program Proposals	
USM	USM MaineStreet	
USM	Visions, Goals and Outcomes for General Education	

Standard Five

Institution	Document/Link
ME-LAW	3+3 Program Information
ME-LAW	Academic Success Program
ME-LAW	Admissions - General Information
ME-LAW	Applying for Financial Aid
ME-LAW	Community Standards, Campus Climate, and Incident Reporting
ME-LAW	J.D. Application and Information
ME-LAW	J.S.D Program Information
ME-LAW	LL.M Admission Standards
ME-LAW	Student Bar Association
ME-LAW	Student Organizations
UM/UMM	2021 Community Assessment
UM/UMM	Academic Support Services for Student Athletes
UM/UMM	ACHA Executive Summary
UM/UMM	ACHA Survey Data Index
UM/UMM	Campus Activities Assessment Presentation
UM/UMM	Campus Activities Assessment: Final Report May 2021
UM/UMM	Campus Activities Survey April 2021
UM/UMM	Club Sports at UMaine
UM/UMM	Counseling Center
UM/UMM	Diversity, Equity, and Inclusion at UMaine
UM/UMM	Ensembles - School of Performing Arts
UM/UMM	Fall Curriculum Data 2020
UM/UMM	Financial Aid Policies
UM/UMM	Graduate Student Handbook - Higher Education Programs
UM/UMM	Graduate Student Handbook - School of Economics
UM/UMM	Graduate Student Handbook - School of Performing Arts, Division of Music
UM/UMM	Maine Bound Adventure Center
UM/UMM	Multicultural Student Center
UM/UMM	New Student Survey Report Fall 2020
UM/UMM	President's Council on Diversity, Equity and Inclusion: Findings and Recommendations Report December 2020
UM/UMM	President's Council on Diversity, Equity, and Inclusion
UM/UMM	Residential Student Fall Wrap-Up Survey 2021 (Responses)

UM/UMM	RHA_RHC Recruitment Survey 2021 (Responses)	
UM/UMM	UM Accommodation Policy (Student Accessibility Services)	
UM/UMM	UMaine Campus Recreation	
UM/UMM	UMaine Enrollment by Race Ethnicity and Sex (12.14.21)	
UM/UMM	UMaine Machias Admissions - General Information	
UM/UMM	UMaine Machias Enrollment by Race Ethnicity and Sex (12.14.21)	
UM/UMM	UMaine Machias Murdock Fitness and Aquatics Center	
UM/UMM	UMaine Office of Equal Opportunity	
UM/UMM	UMaine Writing Center	
UM/UMM	UMM Accommodation Policy (Student Accessibility Services)	
UM/UMM	Undergraduate Admissions - General Information	
UM/UMM	Undergraduate Admissions Reports	
UM/UMM	Undergraduate Admissions Viewbook 2021	
UM/UMM	Undergraduate Student Handbook 2020	
UMA	Athletics	
UMA	CARE (Campus Assessment Response Evaluation)	
UMA	Division of Responsibilities for Justice-Impacted Students	
UMA	Housing	
UMA	Learning Technology Survey - Report 3.25.2021	
UMA	New Student Orientation	
UMA	Office of Early College Mission Statement and Priorities FY22	
UMA	ONSO (Online New Student Orientation)	
UMA	Student Handbook	
UMA	Student Support and Development	
UMA	Tech Hub Navigator	
UMA	TRIO Annual Report 2021	
UMA	TRIO Program	
UMA	UMA TRIO Regular Scholars Student Support Services Narrative 2020-2025	
UMF	Admissions Materials (folder)	
UMF	Adult Learner 360 Executive Summary and Report for UMF February 3, 2020	
UMF	First-year Orientation Materials (folder)	
UMF	Student Conduct Code	
UMF	Student Research Fund Policy Statement (FDC) 2020-2021	
UMF	Student Works Collection	
UMFK	A Guide to Residential Life and Campus Living 2021-2022	
UMFK	Academic Program Fact Sheets (folder)	

UMFK	Admission Requirements	
UMFK	All-Academic Team 2021-2022	
UMFK	Athlete Breakdown 2021-2022	
UMFK	Bengal Buddies Peer Mentoring Program Information	
UMFK	Campus Crime Report 2020	
UMFK	Common Data Set 2017-2018	
UMFK	Common Data Set 2019-2020	
UMFK	Common Data Set 2020-2021	
UMFK	Course Catalog	
UMFK	DEI Council Charter	
UMFK	Effective Service Departments -- Retention (folder)	
UMFK	Financial Aid Policy	
UMFK	Fire Safety Report	
UMFK	First Year Experience (HUM 102) Course Syllabus	
UMFK	Housing Exit Survey 2019-2021	
UMFK	International Student Handbook	
UMFK	NSSE 2020 Advising Module Results	
UMFK	NSSE 2020 High Impact Practices	
UMFK	NSSE 2020 Institutional Version	
UMFK	NSSE 2020 Snapshot	
UMFK	Orientation Information (folder)	
UMFK	Policy on Student Records	
UMFK	Spring 22 Development Day DEI Process	
UMFK	Student Handbook	
UMFK	Student Organizations	
UMFK	Student Senate Constitution	
UMFK	UMFK Enrollment Dashboard Census 2021	
UMFK	UMFK Enrollment Dashboard Census 2022	
UMPI	Admissions - General Information	
UMPI	Admissions - How to Apply	
UMPI	Admissions - Online Campus Tour Information	
UMPI	Admissions - Veterans	
UMPI	Admissions - Virtual Tour Information	
UMPI	Admissions Policies	
UMPI	Admissions Virtual Viewbook	
UMPI	Annual Security Report 2020	

UMPI	Campus Safety and Security - General Information	
UMPI	Campus Safety and Security - Incident Report Form	
UMPI	Counseling Services Monthly Reports (folder)	
UMPI	Course Catalog - Financial Aid and Special Financial Aid Programs	
UMPI	Disability Services	
UMPI	Diversity, Equity, and Inclusion Council	
UMPI	General Financial Information	
UMPI	Health Counseling Report (2016-2022)	
UMPI	Merit Awards Flyer 1	
UMPI	Merit Awards Flyer 2	
UMPI	New Student Orientation Poster 2021	
UMPI	Orientation Guidebook 2020	
UMPI	Owl Mentor Job Description	
UMPI	ResHall Guide (currently being updated)	
UMPI	Residential Life - General Information	
UMPI	Room Selection	
UMPI	Senior Owl Mentor Job Description	
UMPI	Student Athlete Handbook March 2022	
UMPI	Student Handbook	
UMPI	Student Support Services	
UMPI	Talent Search Submission Grant 13304932 2021	
UMPI	Tuition and Fees	
UMPI	UMPI Central UB Project Narrative 2017	
UMPI	UMPI SSS Grant Application 27 Jan 2020	
UMPI	UMPI UMFK Consortium UB Project Narrative 2017	
UMPI	"Free-for-Four" Marketing Flyer 1	
UMPI	"Free-for-Four" Marketing Flyer 2	
UMPI	"The Way it Should Be" Marketing Video	
USM	Campus Safety Project	
USM	Career & Employment Hub	
USM	Community Standards and Mediation	
USM	Commuter Resources	
USM	Computing Services	
USM	Counseling Services	
USM	Course Catalogs	
USM	Dean of Students	

USM	Dean of Students	
USM	Dean of Students FAQs	
USM	Department of Athletics	
USM	Disability Services Center	
USM	Early College Program	
USM	English for Speakers of Other Languages	
USM	GO Program	
USM	Gorham Campus	
USM	Graduate Assistantship Opportunities	
USM	Health Services	
USM	Intercultural Student Affairs	
USM	Intramural & Club Sports	
USM	Learning Commons	
USM	Lewiston-Auburn College Campus	
USM	Muskie Student Organizations	
USM	Office of Admissions	
USM	Office of International Programs	
USM	Office of Residential Life	
USM	Orientation & First Year Experience	
USM	Osher Lifelong Learning Institute	
USM	Portland Campus Student Services and Resources	
USM	Recovery Oriented Campus Center (ROCC)	
USM	Registrar's Office	
USM	Retention by the Numbers	
USM	Scholarships and Student Support	
USM	Service-Learning & Volunteering	
USM	Student Diversity	
USM	Student Engagement & Leadership	
USM	Student Engagement & Leadership	
USM	Student Financial Services	
USM	Student Government Association	
USM	Substance Use Information	
USM	Title IX	
USM	Title IX Support and Services	
USM	Transfer Affairs Office	
USM	Trio College Programs	

USM	University Health and Counseling Services
USM	USM Athletics and Recreation
USM	USM Dining Services
USM	USM Public Safety
USM	USM Scholarships
USM	Veterans Services
USM	Victims of Violence and Sexual Assault

Standard Six

Institution	Document/Link
ME-LAW	Faculty
ME-LAW	Faculty Committee List
ME-LAW	Faculty Governance
ME-LAW	Faculty Personnel Policies
ME-LAW	Full-time Faculty
ME-LAW	Sample Syllabi - Appellate Litigation Practicum (LAW 706) Fall 2021
ME-LAW	Sample Syllabi - Constitutional Law (LAW 620) Spring 2022
ME-LAW	Sample Syllabi - Elder Law (LAW 705) Spring 2022
ME-LAW	Sample Syllabi - General Practice Clinic (LAW 663) Spring 2022
ME-LAW	Sample Syllabi - Intellectual Property (LAW 661) Fall 2021
ME-LAW	Sample Syllabi - Legal Research, Analysis, And Communication I (LAW 607) Fall 2021
ME-LAW	Sample Syllabi - Refugee and Human Rights Clinic (LAW 783) Spring 2022
ME-LAW	Sample Syllabi - Tax Law Practicum (LAW 689) Fall 2021
ME-LAW	Sample Syllabi - Taxation I (LAW 649) Fall 2021
ME-LAW	Sample Syllabi - Torts (LAW 611) Fall 2021
ME-LAW	Tenured Law Faculty Review
UM/UMM	Academic Support Center, College of Natural Sciences, Forestry and Agriculture
UM/UMM	Advising and Academic Services Center, College of Liberal Arts and Sciences
UM/UMM	Advising Center, College of Education and Human Development
UM/UMM	Center for Innovation in Teaching and Learning Staff
UM/UMM	Fogler Library Staff by Department
UM/UMM	Graduate Student Teaching Academy
UM/UMM	Graduate Student Teaching Tips and Tricks
UM/UMM	Graduate Teaching Assistant Handbook
UM/UMM	Guidelines for Evaluation of Faculty in all Departments and Schools
UM/UMM	Hiring & Recruitment: Equal Opportunity Search Information
UM/UMM	Inclusive STEM Teaching Community of Practice
UM/UMM	Merrill Library Staff (UMM)
UM/UMM	Position Ad: Assistant Professor Physical Oceanography
UM/UMM	Position Ad: Lecturer Literacy Education
UM/UMM	Support for Brightspace Learning Management System
UM/UMM	Teaching Workshops Schedule, Center for Innovation in Teaching and Learning
UM/UMM	UM Graduate Student Teaching Resources

UM/UMM	UM/UMM at a Glance 2021 (Instructional Faculty Data)
UM/UMM	Undergraduate Program Curriculum Committee
UM/UMM	What Inclusive Instructors Do Community of Practice
UMA	Academic Service Unit Goals
UMA	Academic Services Mission Statement
UMA	Academic Services Overview 2021
UMA	Business and Computer and Information Services E-Portfolio
UMA	Early College High School Instructor Role & Responsibilities
UMA	Early College Liaisons - Role & Responsibilities
UMA	Faculty at UMA
UMA	Faculty Handbook 2019-2020
UMA	Instructional Design Team UM Faculty Support Report
UMA	Research at UMA
UMF	Accommodation Letter Request (for returning students only)
UMF	Disability Services
UMF	Faculty CVs (folder)
UMF	Faculty Development Fund (FDC) Policy Statement 2019-2020
UMF	Faculty Handbook 2020-2021
UMF	Faculty Test Proctoring Request Form
UMF	Learning Assistance Center
UMF	New Faculty Orientation 2021
UMF	New Faculty Orientation Checklist
UMF	New Student Registration Form
UMF	Student Teaching Handbook 2020-2021
UMF	Student Test Proctoring Request Form
UMF	Supplemental Instruction: The Leader's Guide
UMF	Syllabus Guidelines
UMF	Symposium Programs (2011-2021)
UMF	Teaching Matters: Essays by UMF Faculty 2015
UMF	Teaching Matters: Essays by UMF Faculty 2016
UMF	Testing Services
UMF	Testing Services (folder)
UMF	The Student Learning Commons
UMF	Tutor Contract
UMF	Writing Tutors Manual
UMFK	Academic Development Fund Application

UMFK	Course Instructor Evaluation (On Campus)	
UMFK	Course Instructor Evaluation (Online)	
UMFK	Dual Enrollment Early College Faculty Credentials and Supervision Guidelines	
UMFK	Faculty Constitution	
UMFK	Faculty Handbook	
UMFK	Faculty Office Allocation Policy	
UMFK	Faculty Protocol and Essential Evidence Needed for Peer Review	
UMFK	Faculty Self-Evaluation Annual Reports Form	
UMFK	Faculty Vita (folder)	
UMFK	Faculty Workload (folder)	
UMFK	NSSE Advising Module, 2020 Results	
UMFK	Peer Review Committee and Process	
UMFK	Policies on Academic Freedom	
UMFK	Rural U Program Overview	
UMFK	Sabbatical and Educational Leave Criteria and Awards	
UMFK	Sabbatical Policies and Procedures	
UMFK	Statement of Promotion Tenure	
UMFK	Tenure and Promotion Criteria by Division (folder)	
UMFK	Tenure and Promotion General Criteria	
UMFK	Tenure Promotion Timetable	
UMFK	Trustee Professorship Awards	
UMFK	UMFK Curriculum Change Form	
UMFK	UMFK Curriculum Review Policy and Procedure	
UMFK	UMFK Libra Professorship Application	
UMFK	UMFK Strategic Framework 2021-2026	
UMPI	Academic Catalog	
UMPI	Academic Program - Planning & Assessment Policy Manual	
UMPI	Advising Documents (folder)	
UMPI	AFUM Contract 2019-2021	
UMPI	BLUE Course Evaluations - Standard Question Set	
UMPI	Early College Programs Policy Manual	
UMPI	Faculty Management Policy Manual	
UMPI	Post Proficiency Based Outcomes Data (folder)	
UMPI	Post Proficiency Based Reviews (folder)	
UMPI	Procedures for Reappointment, Promotion & Tenure based on Peer Evaluation	
UMPI	Sabbatical & Trustee Professorships Process & Guidelines	

UMPI	Standards & Criteria for Appointment, Reappointment, Promotion, Tenure and Post Tenure Review	
UMPI	Student Academic Standards, Records, & Curriculum Catalog - Policy Manual	
UMPI	The Center for Teaching & Learning	
UMS	AFUM 2019-2021 Contract	
UMS	AFUM Contract 2019-2021	
UMS	PATFA 2019-2021 Contract	
UMS	UMS Equal Employment Opportunity/Affirmative Action	
UMS	UMS Equal Opportunity Policy	
UMS	UMS Non-discrimination Notice	
UMS	UMS Promotion and Tenure Criteria	
UMS	University of Maine System Administrative Procedures Manual	
USM	College of Arts, Humanities, and Social Sciences Overview	
USM	Course Enrollments	
USM	Department of Analysis	
USM	Dept of Psychology Learning Outcomes	
USM	Faculty Handbook	
USM	Faculty Personnel Actions & Guidelines	
USM	Faculty Scholarship and Creative Activity	
USM	Funded Research	
USM	Geography and Anthropology Learning Outcomes	
USM	Human Resources	
USM	Maker Innovation Studio	
USM	Office of Research Integrity and Outreach	
USM	PAFTA Contract 2019-2021	
USM	Policy, Planning and Management Goals	
USM	Provost's Office	
USM	Quality Control Collaboratory	
USM	Research Service Center	
USM	Resources for Researchers	
USM	School of Music Overview	
USM	Teaching English to Speakers of Other Languages Overview	
USM	Tenure Report 2020	
USM	Thinking Matters	
USM	Tourism & Hospitality Overview	
USM	University of Southern Maine Governance Constitution	

Standard Seven

Institution	Document/Link
UM/UMM	Audited Statements
UM/UMM	Classrooms
UM/UMM	Collective Bargaining Agreements (include procedures for grievances)
UM/UMM	Council on DEI
UM/UMM	Emergency Operations Center
UM/UMM	Financial Resources (folder)
UM/UMM	Fiscal Year 2020/2021 Budget Review
UM/UMM	FY 22/23 Budget Materials
UM/UMM	HR Performance Management Tools
UM/UMM	HR Policies and Procedures
UM/UMM	HR Search Expectations for Diversity Equity and Inclusion
UM/UMM	IT Support Services (UMM)
UM/UMM	Library Policies
UM/UMM	Library Staff
UM/UMM	Maine Business School Financial Policies
UM/UMM	Merrill Library (UMM)
UM/UMM	Nondiscrimination Notices
UM/UMM	Office of Budget and Business Services
UM/UMM	Office of Facilities Management
UM/UMM	Office of Human Resources
UM/UMM	Overview of UM Physical Campus and Space
UM/UMM	Procedures for Accommodating Individuals with Disabilities
UM/UMM	Raymond H. Fogler Library
UM/UMM	Student Refund Policies
UM/UMM	Supervisory Guide to Discriminatory Harassment and Disability Accommodations
UM/UMM	UM Foundation Audited Financial Statements
UM/UMM	UM Foundation Investment Policy
UM/UMM	UM/UMM Human Resources Staff
UM/UMM	UMaine Information Technology
UM/UMM	UMM Campus Map
UM/UMM	University of Maine Foundation 2021 Annual Report
UM/UMM	University of Maine Foundation 2021 Annual Report

UMA	Libraries
UMA	Libraries FY21 Statistics
UMA	Library Policies
UMA	Library Taskforce Report 2017
UMA	Official Mellon Grant
UMA	Technology Fund Process
UMA	Technology Replacement Upgrade Rotations
UMF	Annual Security Report (2021)
UMF	Emergency Directives
UMF	Library Policies
UMF	Mantor Library
UMFK	2020 Core Financial Ratios and Composite Financial Index
UMFK	2021 Core Financial Ratios and Composite Financial Index (Draft)
UMFK	ACRL Framework for Information Literacy Grant and Workshop (folder)
UMFK	Blake Library
UMFK	CREDO Instruct - Information Literacy Tool
UMFK	Great Colleges to Work For (folder)
UMFK	Human Resources
UMFK	Library Annual Reports
UMFK	Library Mission and Policies
UMFK	Monthly Close Report
UMFK	Statewide Database Info Sheet
UMPI	Finance Data First Forms
UMPI	Library
UMPI	Library Staff
UMPI	No-Cost Extension Letter
UMPI	Spring FY23 Presentation
UMPI	UMPI HEERF Funds Proposal 2022
UMS	2021 University of Maine System Annual Financial Report
UMS	APL II-E Safety and Environmental Management System
UMS	Appropriate Use
UMS	Emergency Action Plans Policy
UMS	Employee Headcount Report 2021
UMS	Faculty and Tenure Statistics 2020
UMS	Integrity and Security of Data
UMS	IT Services Catalog

UMS	Library Software Programs	
UMS	Multi-Year Financial Report	
UMS	Privacy of Individuals	
UMS	Technology Replacement Policy	
UMS	Turnover Analysis (2021)	
UMS	UMS 2021 Data Governance Report	
UMS	UMS APL IV-A Accessibility of University Programs, Services and Facilities	
UMS	UMS APL on Use of University Funds	
UMS	UMS Commitment to People with Disabilities	
UMS	UMS Information Security Policy	
UMS	UMS Institutional Data (Governance, Data Requests, Data Access and Use)	
UMS	UMS Micro Credential	
UMS	UMS Multi-Year Financial Assumptions	
UMS	UMS Workforce Profile	
UMS	University of Maine System Libraries Strategic Plan	
USM	10 Steps to Data and Network Security	
USM	Campus Sustainability Strategic Plan	
USM	Computing Services	
USM	Conference Services	
USM	Instructional Technology and Media Services	
USM	Library Policies & Procedures	
USM	Research Funding Partners	
USM	Space Management Policy	
USM	Technology in the Classroom	
USM	USM Finance and Administration	
USM	USM Libraries	

Standard Eight

Institution	Document/Link
ME-LAW	Bar Passage Data and Employment Summary
ME-LAW	J.D. Learning Outcomes
ME-LAW	J.S.D Learning Outcomes
ME-LAW	LL.M Learning Outcomes
ME-LAW	LSSSE Results 2017
ME-LAW	LSSSE Results 2018
ME-LAW	Syllabus Template
UM/UMM	3 Year Summary Assessment Reports (folder)
UM/UMM	Accreditation of Schools and Colleges
UM/UMM	Annual Assessment Reporting
UM/UMM	Assessing Assessment Community of Practice
UM/UMM	Assessment Advisory Board
UM/UMM	Assessment Reporting Handbook
UM/UMM	Common Data Set
UM/UMM	Course Evaluations Resources
UM/UMM	General Education Assessment
UM/UMM	Life After UMaine Surveys
UM/UMM	Program Assessment Plans
UM/UMM	Program Student Learning Outcomes Statements
UM/UMM	Retention and Graduation Rates
UM/UMM	UM Assessment Plan
UM/UMM	UMM Program Review and Assessment
UMA	ENG 101 Enrollments and Resulting Grades Fall 2018 through Summer 2021 with Fall 2021 Enrollments
UMA	Top 20 Enrolled by Early College Fall 2018 thru Fall 2021
UMF	First-Year Seminar Assessments and Reports (folder)
UMF	General Education Assessments and Reports (folder)
UMF	Graduate Education Assessments and Reports (folder)
UMF	NSSE 2017
UMF	NSSE 2020
UMF	Program Reports 2012-2016 (folder)
UMF	Program Reports 2017-2022 (folder)
UMF	State of Academic Program Assessment at UMF

UMF	Teacher Education Unit (Assessment Website)	
UMFK	General Education E-Portfolio Requirements, Student Learning Outcomes, and Assessment Tables (folder)	
UMFK	IPEDS Retention and Graduation Rates	
UMFK	Nursing Portfolio Requirements (folder)	
UMFK	Program Persistence and Graduation Rates	
UMFK	Sample Nursing and General Education Portfolios	
UMPI	Notes For Reference from Spring 2021 Standard 8 Unified Accreditation Committee	
UMPI	UMPI Education Commitments 2021	
UMS	UMS Micro-credentials	
USM	Academic Success Strategies & Resources	
USM	Academic Support Services	
USM	Admission Census Reports	
USM	Archived Enrollment & Graduation Reports	
USM	Center for Education Policy, Applied Research and Evaluation (CEPARE)	
USM	Center for Technology Enhanced Learning (CTEL) Committees	
USM	Center for Technology-Enhanced Learning	
USM	Common Data Set	
USM	Computing @ USM Website	
USM	Course Enrollments for Fall, Spring, and Summer	
USM	Departmental Performance Indicator Reports	
USM	Dept of Analysis, Applications, and Institutional Research Surveys	
USM	Equity and Excellence in Maine Schools	
USM	ESP 197 (credit-bearing info lit class) Syllabus	
USM	Facebook	
USM	Fall GPA Reports	
USM	Information Literacy Modules	
USM	Instagram	
USM	IPEDS: Integrated Postsecondary Education Data System	
USM	Jean Byers Sampson Center Catalyst for Change Award Recipients	
USM	Jean Byers Sampson Center for Diversity in Maine	
USM	Journals & ebooks	
USM	LAC Student Profile	
USM	Learning Commons	
USM	Libguides	
USM	Libraries/Instructional Technology & Media Services Website	

USM	Library Indexes & Databases
USM	Library Instructional Services
USM	Library Liaison Program
USM	Library Network Map
USM	Library Policies & Procedures
USM	Maine InfoNet (MIN)
USM	New Faculty Orientation
USM	OER (Open Educational Resources)
USM	Osher Map Library
USM	Retention/Graduation Reports
USM	Staff List
USM	Student Library Advisory Board
USM	University of Southern Maine Website: Academic Assessment - Testing Services
USM	USM Digital Commons
USM	USM Factbook
USM	USM Franco-American Collection
USM	USM Interlibrary Loan Program
USM	USM Libraries
USM	USM Libraries Faculty Toolbox
USM	USM Special Collections

Standard Nine

Institution	Document/Link
ME-LAW	ABA Consumer Information
ME-LAW	ABA Standard 509 Form 2019
ME-LAW	ABA Standard 509 Form 2020
ME-LAW	ABA Standard 509 Form 2021
ME-LAW	Administration
ME-LAW	Faculty
ME-LAW	Full-Time Faculty
ME-LAW	Internal Review of Student Conduct (Law School specific process): Student Handbook
ME-LAW	Non-Discrimination
ME-LAW	Non-Discrimination, Career Services Office
ME-LAW	Tuition and Fees
ME-LAW	University of Maine School of Law Website
UM/UMM	2021 UMaine Viewbook - Undergraduate Admissions
UM/UMM	AAUP Statement of PRinciples on Academic Freedom and Tenure
UM/UMM	Academic Integrity and Community Standards Policy
UM/UMM	Board of Visitors
UM/UMM	Board of Visitors Bylaws
UM/UMM	Branding Toolbox
UM/UMM	Center for Community Inclusion and Disability Studies
UM/UMM	CLERY Annual Security and Fire Safety Report (2020)
UM/UMM	College of Education and Human Development
UM/UMM	Council on DEI
UM/UMM	Department of Chemical Biomedical Engineering, College of Engineering
UM/UMM	Department of English, College of Liberal Arts and Sciences
UM/UMM	Equity and Inclusion in Teaching
UM/UMM	FERPA Guidelines and Tools
UM/UMM	Land Acknowledgement
UM/UMM	Maine Business School
UM/UMM	NECHE Accreditation Documents
UM/UMM	Office of Human Resources Performance Management Tools
UM/UMM	Outside Employment Policy
UM/UMM	Outside Employment Reporting Form
UM/UMM	Program Review Policy and Procedures

UM/UMM	Provost and Academic Affairs Leadership
UM/UMM	School of Biology and Ecology, College of Natural Sciences, Forestry and Agriculture
UM/UMM	Search Expectations – Diversity, Equity and Inclusion
UM/UMM	State Authorization for Distance Education
UM/UMM	Strategic Vision and Values
UM/UMM	Student Accessibility Services (Accommodation Policy, etc.)
UM/UMM	Title IX Resources
UM/UMM	UM 2021-2022 Undergraduate Catalog
UM/UMM	UM and UMM President
UM/UMM	UM and UMM President's Cabinet
UM/UMM	UM Audited Financial Statements (through 2019)
UM/UMM	UM Bias Response Team
UM/UMM	UM College Bylaws
UM/UMM	UM Export Control Regulation
UM/UMM	UM FERPA guidance for Human Subjects of Research
UM/UMM	UM Financial Conflict of Interest in Research Policy
UM/UMM	UM Graduate School Exception to Regulation and Appeals Process
UM/UMM	UM Hazing Prevention and Hazing Policy
UM/UMM	UM Institutional Review Board
UM/UMM	UM Intersectional Feminist Resource Center
UM/UMM	UM Marketing and Communication Policies and Procedures
UM/UMM	UM Multicultural Student Center
UM/UMM	UM Nondiscrimination Notices
UM/UMM	UM Office for Diversity and Inclusion
UM/UMM	UM Procedures for Accommodating Individuals with Disabilities
UM/UMM	UM Rainbow Resource Center
UM/UMM	UM Research Misconduct Policy
UM/UMM	UM Responsible Conduct in Research Training
UM/UMM	UM Student Behavioral Review Team (SBRT)
UM/UMM	UM Student Handbook
UM/UMM	UM Supervisory Guide to Discriminatory Harassment and Disability Accommodations
UM/UMM	UM Tuition and Fees
UM/UMM	UMaine Machias Mission, Vision, History
UM/UMM	UMaine Mission
UM/UMM	UMM Compliance
UM/UMM	UMM Cost of Attendance

UM/UMM	UMM Faculty Directory	
UM/UMM	UMM Faculty Handbook	
UM/UMM	Undergraduate Grades and Grading Policy including Appeals Process	
UM/UMM	University of Maine at Machias Website	
UM/UMM	University of Maine Website	
UM/UMM	"About Us" – UM and UMM	
UMA	Academic Integrity Policy	
UMA	Academic Policies	
UMA	Administrative Offices	
UMA	Annual Security (Clery) Report	
UMA	Board of Visitors	
UMA	FERPA and Privacy	
UMA	Institutional Review Board (Research Ethics)	
UMA	Nondiscrimination Notice	
UMA	State Authorization for Out of State Students (SARA)	
UMA	Student Consumer Information	
UMA	Tuition and Fees	
UMA	University of Maine at Augusta Website	
UMF	Academic Integrity Code	
UMF	Annual Security Report 2021	
UMF	Athletics - Student Athletics Handbook & Information	
UMF	Disability Services	
UMF	Institutional Review Board (UMF)	
UMF	Institutional Review Board Policy Statement	
UMF	Privacy Policy	
UMF	Title IX Flyer 2020	
UMF	UMF Board of Visitors	
UMF	University of Maine at Farmington Website	
UMFK	Academic Integrity	
UMFK	Academic Review Policy For Student Concerns	
UMFK	Board of Visitors	
UMFK	Common Data Set 2017-2018	
UMFK	Common Data Set 2019-2020	
UMFK	Common Data Set 2020-2021	
UMFK	Course Catalog	
UMFK	Faculty Biographies	

UMFK	Faculty Directory	
UMFK	Notice of Public Access to Institutional Information	
UMFK	Program Fact Sheets (folder)	
UMFK	Student Consumer Information Webpage	
UMFK	UMFK Alcohol Policy	
UMFK	UMFK Brand Guidelines	
UMFK	UMFK Employee External Communications Policy	
UMFK	UMFK Equal Employment Opportunity Policy	
UMFK	UMFK FERPA Policy	
UMFK	UMFK Illegal Downloading Policy	
UMFK	UMFK Non-Discrimination Policy	
UMFK	UMFK Non-Violence Policy	
UMFK	UMFK Policies	
UMFK	UMFK Property Rights Guidelines	
UMFK	UMFK Student Handbook	
UMFK	University of Maine at Fort Kent Website	
UMPI	About UMPI	
UMPI	Academic Commitments	
UMPI	Academic Programs	
UMPI	Accommodations & Accessibility	
UMPI	Accreditation	
UMPI	Administrative Officers	
UMPI	Admissions	
UMPI	Admissions (Requirements)	
UMPI	Admissions for Veterans	
UMPI	Admissions Process	
UMPI	Articulation Agreements	
UMPI	Assessment Process	
UMPI	Athletics	
UMPI	Availability of Publications	
UMPI	Awards Ceremony	
UMPI	Board of Visitors	
UMPI	Career Readiness	
UMPI	Common Data Set	
UMPI	Costs	
UMPI	Course Catalog	

UMPI	Course Catalog	
UMPI	Courses Offered	
UMPI	Employee Achievement	
UMPI	Employment Process	
UMPI	Faculty Directory	
UMPI	Financial Aid	
UMPI	General Education Curriculum	
UMPI	Grading	
UMPI	Graduate Achievement	
UMPI	Health Services	
UMPI	Inquiries	
UMPI	Intramurals	
UMPI	IT Services	
UMPI	Learning and Physical Resources	
UMPI	Learning Outcomes	
UMPI	Library	
UMPI	Marketing and Communications Office	
UMPI	Net Price Calculator	
UMPI	Nondiscrimination	
UMPI	Organizational Chart	
UMPI	Prior Learning Assessment	
UMPI	Privacy Policy	
UMPI	Public Disclosure	
UMPI	Requesting Accommodations	
UMPI	Scholarships	
UMPI	Security Report	
UMPI	Statement of Commitment	
UMPI	Strategic Plan	
UMPI	Student Activities Office	
UMPI	Student Success	
UMPI	Student Support Services	
UMPI	Title IX	
UMPI	UMPI Style Guide and Brand Book	
UMPI	Veterans Services	
UMPI	Vision/Mission	
UMS	Academic Freedom (Section 212)	

UMS	Academic Integrity Policy (Policy 314)	
UMS	ACSUM Contract 2019-2021	
UMS	AFUM Contract 2019-2021	
UMS	Annual Financial Reports	
UMS	APL X-F FERPA Procedure	
UMS	Board of Trustees Membership	
UMS	Conflict of Interest Policy (Section 410)	
UMS	Ethics Code and Conflict of Interest (Section 206)	
UMS	Freedom of Access	
UMS	General Nondiscrimination Notice	
UMS	Grievance Procedures for Nonrepresented Employees (Section 408)	
UMS	Human Subject Research Policy (Section 601)	
UMS	Labor Relations	
UMS	Labor Relations (Section 407)	
UMS	Notice of Privacy Practices – CO/SWS HIPAA	
UMS	PATFA Contract 2019-2021	
UMS	Policy Manual	
UMS	Preferred Name Policy	
UMS	Single Audit Reports	
UMS	Student Conduct Code	
UMS	Student Conduct Code (Section 501)	
UMS	Student Conduct Code Policy (Section 501)	
UMS	Teamsters Union Local #340 Service & Maintenance Unit 2019-2021	
UMS	UMPSA Contract 2019-2021	
UMS	UMS Academic Freedom	
UMS	UMS Administrative Practice Letters	
UMS	UMS APL IV-A Accessibility of University Programs, Services and Facilities	
UMS	UMS BOT Policy Section 401 General Equal Opportunity Policy	
UMS	UMS Charter	
UMS	UMS Commitment to People with Disabilities	
UMS	UMS Conflict of Interest Policy	
UMS	UMS Conflict of Interest Policy (410)	
UMS	UMS Equal Opportunity Complaint Procedures	
UMS	UMS Equal Opportunity Policy (Policy 401)	
UMS	UMS FERPA Guidelines	

UMS	UMS HIPAA Policy
UMS	UMS Intellectual Property Rights Policy
UMS	UMS Labor Relations – all contracts and COVID MOUs
UMS	UMS Non-Violence Policy
UMS	UMS Policy Manual – Institutional Authority on Political Matters
UMS	UMS Procurement Policies and Procedures
UMS	UMS Records Retention Practices Policy
UMS	UMS Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking, Retaliation, and Title IX Sexual Harassment policy (BOT Policy 402 updated 8/14/2020)
UMS	UMS Student Conduct Code
UMS	University of Maine System Annual Report of Boards of Visitors 2020-2021
UMS	University of Maine System Directory
USM	2019 NECHE USM Progress Report
USM	Academic Integrity Violations Quick Guide
USM	Collaborative Institutional Review Board
USM	Expected Results of a University Education
USM	Export Control Regulations
USM	Finance and Administration Resources and Analyses
USM	Financial Conflicts of Interest
USM	Graduate Student Research
USM	Guidelines for Use Compliance Within Tax-Exempt Funded Facilities (June 2014)
USM	Human Research Protection Program
USM	Institutional Animal Care and Use Committee
USM	Institutional Biosafety Committee
USM	Maine Regulatory Training and Ethics Compliance
USM	NECHE Annual Reports
USM	Office of Community Standards & Mediation
USM	Reporting Alleged Mismanagement of Federal Funds
USM	Reporting Alleged Research Misconduct and Animal Protocol Violations
USM	Responsible Conduct of Research
USM	Student Financial Services: Costs & Financial Aid
USM	The Governance Document of the University of Southern Maine, Ratified April 2020
USM	Undergraduate Research Opportunities Program (UROP)
USM	University of Southern Maine Alumni Association
USM	University of Southern Maine Website

USM	[University of Southern Maine Website: 2021-22 Catalog - Academic Support Services](#)
USM	[University of Southern Maine Website: 2021-22 Graduate Academic Catalog](#)
USM	[University of Southern Maine Website: 2021-22 Undergraduate Academic Catalog](#)
USM	[University of Southern Maine Website: About US](#)
USM	[University of Southern Maine Website: Advising](#)
USM	[University of Southern Maine Website: High School Students](#)
USM	[University of Southern Maine Website: News & Events](#)
USM	[University of Southern Maine Website: Tuition and Fees](#)
USM	[University Policies (Student Conduct Code, etc.)](#)
USM	[USM Board of Visitors Agendas & Minutes](#)
USM	[USM Department-Level Assessment Reports (Student Responses)](#)
USM	[USM Emergency Action Plan (2018)](#)
USM	[USM Faculty Senate](#)
USM	[USM Human Resources Department](#)
USM	[USM Pandemic/Public Health Threat Emergency Plan](#)
USM	[USM YouTube Channel](#)