



Board of Trustees
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Orono, ME 04469

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www.maine.edu

October 17, 2019

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board *Ellen Doughty*

RE: **October 28, 2019 - Academic & Student Affairs Committee Meeting**

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

The Academic & Student Affairs Committee will meet from **9:00 am to 12:00 pm on October 28, 2019**. The meetings will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites will also be available:

- UMA – Room 125, Robinson Hall
- UMF – Executive Conference Room 103, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – Executive Conference Room 203, Powers Hall
- UMPI – Executive Conference Room, Preble Hall
- USM – Room 423/424, Glickman Library
- Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UMA, USM, and UMS locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>).

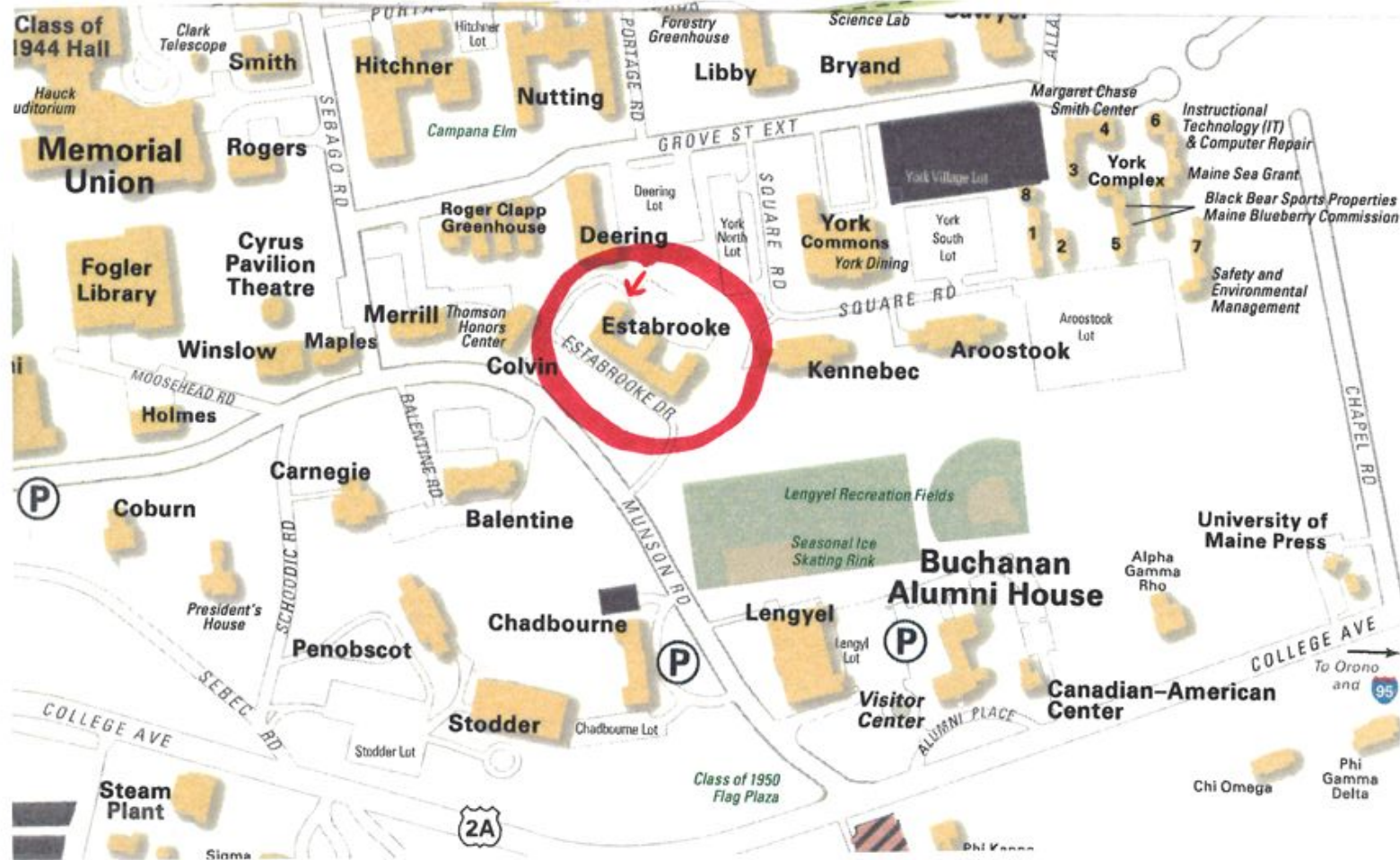
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Placido at 581-5843.

cc: Chancellor, Dannel Malloy
Board of Trustees
Faculty & Student Representatives
University Presidents
System Staff

University of Maine System

15 Estabrooke Drive, Orono

Rudman Conference Room
253 Estabrooke Hall, 2nd Floor
15 Estabrooke Drive, Orono



Directions to the UMS located on the UMaine Campus

From the South on I-95: take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

From the North on I-95: take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2nd floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

**Board of Trustees
Academic and Student Affairs Committee
October 28, 2019
University of Maine System Office
253 Estabrooke Hall, Orono – Chair Attending at UMA**

REVISED - 10/25/19

9:00-9:05am

Tab 1

Awarding of Academic Degrees

9:05-9:10am

Tab 2

Academic Calendar: AY 2021-2022, AY 2022-2023

9:10-9:25am

Tab 3

Competitive Analysis

9:25-9:40am

Tab 4

Fall 2019 Enrollment and Return Rate Report

9:40-10:00am

Strategic Drivers of Innovation and Academic Sustainability:

9:40-9:45

Tab 5

Update: Programs for Examination

9:50-10:00

Tab 6

Academic Program Proposal:

M.S. in Athletic Training, USM

Tab 7

Academic Program Proposal:

M.A. in Organizational Leadership, UMPI

10:00-10:30am

Tab 8

Enrollment Discussion Topic: UMS Career Development (Overview)

10:30-11:00am

Tab 9

Update: Unified Accreditation

11:00-11:15am

Tab 10

Faculty Representatives Discussion

11:15am-11:30am

Tab 11

Student Representatives Discussion

~~Tab 12~~

~~Appointment of James H. Page as Chancellor Emeritus
of the University of Maine System~~

**WITHDRAWN
to be rescheduled**



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Awarding of Academic Degrees
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
303: Academic Degrees
5. **BACKGROUND:**

In accordance with Board of Trustees policy, the Board approves the awarding of academic degrees.

6. **TEXT OF PROPOSED RESOLUTION**

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Consent Agenda for Board of Trustee approval at the November 17-18, 2019 Board meeting:

That the Board of Trustees approves the recommendation of the Academic and Student Affairs Committee to authorize the awarding of degrees during Commencement ceremonies for the 2019-2020 academic year to those students fully recommended by the appropriate faculties and the presidents of the respective institutions of the University of Maine System.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Academic Year Calendar for 2021-2022 and 2022-2023

2. **INITIATED BY:** Lisa Marchese Eames, Chair

3. **BOARD INFORMATION:** X **BOARD ACTION:**

4. **OUTCOME:** Improve student success and completion **BOARD POLICY:** 302: Academic Calendars

5. **BACKGROUND:**

The Academic Calendar is typically updated every three years. To enable campus academic and service departments to plan more effectively, the Registrars/Student Records Directors proposed to the Chief Academic Officer Council (CAOC) that beginning with the Academic Year (AY) 2021-2022 calendar forward, two years would be presented on an annual basis (as opposed to waiting three years). The AY 2021-2022 and AY 2022-2023 calendars are the first to be so presented.

Attached is the guidance provided to campuses as preparation of the calendars occurred as well as for the proposed calendars.

University of Maine System
Academic Calendar 2021 - 2022

Fall Semester 2021

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/22-24						8/25-27
Classes begin	8/30	8/30	8/30	8/30	8/30	8/30	8/30	8/30
Labor Day Holiday	9/6	9/6	9/6	9/6	9/6	9/6	9/6	9/6
Fall Break	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11
Veterans' Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	--
Thanksgiving Recess	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28
Classes end	12/10	12/10	12/10	12/10	12/10	12/10	12/10	12/3
Final Exams	12/13-17	12/13-17	12/13-16	12/13-16	12/13-16	12/13-16	12/11-17	12/9-20

Spring Semester 2022

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/10-11						
Classes begin	1/18	1/18	1/18	1/18	1/18	1/18	1/18	1/18
Presidents Day Holiday	2/21	2/21	2/21	2/21	2/21	2/21	2/21	2/21
Spring Break	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18
Classes End	4/29	4/29	4/29	4/29	4/29	4/29	4/29	4/26
Final Exams	5/2-6	5/2-6	5/2-5	5/2-5	5/2-5	5/2-5	4/30-5/6	5/2-12
Commencement	5/7	5/7	5/7	5/7	5/7	5/7	5/7	5/21

¹Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.

University of Maine System
Academic Calendar 2022 - 2023

Fall Semester 2022

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/22-23						8/24-26
Classes begin	8/29	8/29	8/29	8/29	8/29	8/29	8/29	8/29
Labor Day Holiday	9/5	9/5	9/5	9/5	9/5	9/5	9/5	9/5
Fall Break	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10
Veterans' Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	--
Thanksgiving Recess	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27
Classes end	12/9	12/9	12/9	12/9	12/9	12/9	12/9	12/2
Final Exams	12/12-16	12/12-16	12/12-15	12/12-15	12/12-15	12/12-15	12/10-16	12/8-20

Spring Semester 2023

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/9-10						
Classes begin	1/17	1/17	1/17	1/17	1/17	1/17	1/17	1/17
Presidents Day Holiday	2/20	2/20	2/20	2/20	2/20	2/20	2/20	2/20
Spring Break	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17
Classes End	4/28	4/28	4/28	4/28	4/28	4/28	4/28	4/25
Final Exams	5/1-5	5/1-5	5/1-4	5/1-4	5/1-4	5/1-4	4/29-5/5	5/1-11
Commencement	5/6	5/6	5/6	5/6	5/6	5/6	5/6	5/20

¹Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.



Common Academic Calendar Administrative Procedure

Section 302 Common Academic Calendar

Effective: Fall 2011

Date Revised: Spring 2017

In keeping with nationwide best practices and to assist multi-campus students, students in collaborative programs, distance education students and faculty teaching at multiple campuses and sites, the University of Maine System has adopted a common academic calendar, based on the parameters below. The parameters provide a solid framework that brings structure to the system-wide academic calendar, while allowing a degree of flexibility for each individual institution to best serve its own students and pursue its unique mission.

Fall Semester

- The fall semester will start the Monday, Tuesday or Wednesday before Labor Day (when Labor Day is Sept 4-7), depending on the length and variability of student orientation. When Labor Day is Sept. 1-3, the fall semester will start on the Tuesday or Wednesday after the holiday. It is the expectation that the same start date will apply to all campuses.
- Fall Break – a one-to-three day fall break
- American Thanksgiving – a three-day break
- Veteran's Day – Each campus must observe Veteran's Day, but making it a day off is optional and dependent on where the day falls in relation to the calendar.
- A minimum of 68 class days, not including the final exam period

Spring Semester

- Start date would typically be the Tuesday after the Martin Luther King, Jr. holiday
- Break schedule:
 - One one-week break to allow for a break between spring semester and start of summer session and to allow for alignment of spring start date when necessitated by the calendar (see AY 17-18 calendar as model)
- A minimum of 68 class days, not including the final exam period

* "Calendar week" means including the week of President's Day

Procedures for Submission of Academic Calendars

Academic calendars shall be forwarded to the Chancellor for review and approval based on the given parameters. Typically, calendars are submitted to the Board of Trustees for their review no later than at their January meeting. Universities shall submit academic calendars in two-year increments. The Office of the Vice Chancellor will set the schedule for the submission of academic calendars and will notify universities of submission due dates.

Departure from an established calendar must be approved by the Chancellor.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Competitive Analysis
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Strategic Recruitment **BOARD POLICY:**
5. **BACKGROUND:**

Jared Cash, Vice President of Enrollment Management and Marketing, at the University of Southern Maine (USM) will provide an overview and context for recruitment, marketing, and student demand in the coming year. His primary message is that students are looking for a University that can deliver academic excellence, make real-world connections, and offer an affordable degree.

Overview & Context

- College Board Admitted Student Questionnaire
- 73 Questions in the template survey
- Number of student responses, 734 (15%)
- Weighted statistical analysis
- Significant changes in Higher Ed Trends last Summer – Selective Privates
- Paramount best practice changes forthcoming this year – Department of Justice findings

Generation Z

Students are making their college selections by the following three top factors measured:

- academic quality and reputation, 74%
- desired program of study, 74%
- job placements, 73%

– NACAC Journal of College Admission (annual survey)

What are they looking for?

- Value driven
- To make an impact
- To be able to afford college
- Practical experience
- Relationships
- Entrepreneurship
- Choice

What do they seek?

- Flexibility
- High touch/ Personalization
- Edgy and visual marketing tactics
- Videos
- Music, Tik Tok, YouTube

Academic Excellence



2008			2015			2017			2019		
No. of Cross-Admits	Win %	Rank	No. of Cross-Admits	Win %	Rank	No. of Cross-Admits	Win %	Rank	No. of Cross-Admits	Win %	Rank
133	45%	9	274	31%	7	429	62%	5	479	61%	4

Academic Excellence



COLLEGE CHARACTERISTICS (% Excellent)					
Our college rated higher			Competitor rated higher		
	Us	Them		Us	Them
Value for the price	37%	10%	Availability of majors	41%	63%
Special academic programs	59%	39%	Quality of majors of interest	30%	50%
Attractiveness of campus	48%	31%	Personal attention	45%	53%
Access off-campus activities	37%	20%	Internship opportunities	47%	55%
Quality of academic facilities	49%	33%			

COLLEGE IMAGES (% marking image)					
Marked more often for our college			Marked more often for competitor		
	Us	Them		Us	Them
Social	48%	10%	Isolated	0%	44%
Supportive	56%	28%	Challenging	0%	34%
Open-minded	56%	32%	Athletics	24%	52%
Intellectual	34%	14%	Back-up school	30%	54%
Personal	20%	4%	Partying	2%	20%

Academic Excellence



<p>A. <u>Less</u> important and our college rated higher</p> <p>Special academic programs Recreational facilities Access off-campus activities</p>	<p>B. <u>Very</u> important and our college rated higher</p> <p>Attractiveness of campus Value for the price Quality of academic facilities Cost of attendance Surroundings Quality of campus housing Quality of social life Internship opportunities Academic reputation Personal attention</p>
<p>C. <u>Less</u> important and our college not higher</p>	<p>D. <u>Very</u> important and our college not higher</p> <p>Quality of majors of interest Availability of majors Extra-curricular activities</p>

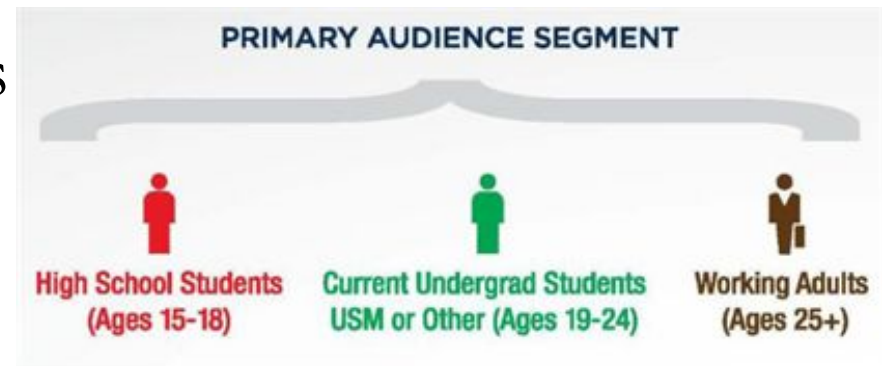
Academic Excellence



<p>A. <u>Less</u> important and our college rated higher</p> <p>Special academic programs</p>	<p>B. <u>Very</u> important and our college rated higher</p> <p>Cost of attendance Value for the price Personal attention Surroundings</p>
<p>C. <u>Less</u> important and our college not higher</p> <p>Attractiveness of campus Access off-campus activities Extra-curricular activities Quality of social life Recreational facilities</p>	<p>D. <u>Very</u> important and our college not higher</p> <p>Academic reputation Internship opportunities Quality of academic facilities Quality of campus housing Quality of majors of interest Availability of majors</p>

Next Steps

- Primary Message Work – Branding Strategy
 - Academic Excellence
 - Real-World Connections
 - Location
 - Affordability
- Primary Audience
- Incorporating ASQ insights with Admissions Practices and USM Marketing Strategies - Started





AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Fall 2019 Enrollment and Return Rate Report

2. **INITIATED BY:** Lisa Marchese Eames, Chair

3. **BOARD INFORMATION:** X **BOARD ACTION:**

4. **OUTCOME:**
Student Success

5. **BACKGROUND:**

Rosa Redonnett and Dr. Robert Placido will provide a brief update on the Fall 2019 Enrollment Report as of our October 15 census date and newly developed Return Rate Report.

An additional update will be provided at the November 17-18, 2019 Board of Trustees meeting.



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Programs For Examination
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** Relevant Academic Programming **BOARD POLICY:** 305.1 Program Approval, Review & Elimination
- 5. **BACKGROUND:**

The Programs for Examination (PFE) process was established at the September 18, 2017 UMS Board of Trustees meeting to identify programs that need closer examination. The Vice Chancellor of Academic Affairs (VCAA) manages the PFE process in collaboration with the Chief Academic Officers (CAOs). The CAOC established minimum thresholds regarding the number of majors, the number of graduates, and the number of faculty for each UMS program. This year the CAOC will add program level retention as another indicator of program viability.

The annual PFE process was initiated in August when each CAO was given their level program data. The CAOs have until November 15th to notify the VCAA which of the programs that will be further examined this year. By March, the CAOs will present action plans for each of the programs identified in November.



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** New Academic Program Proposal:
MS in Athletic Training, USM
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programing 305.2 Substantive Changes to Existing
Academic Programs
- 5. **BACKGROUND:**

The University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) are seeking permission to offer a Master of Science in Athletic Training (MSAT). As described in the included proposal, the MSAT is designed to meet new standards in accreditation and changes in the field of Athletic Training.

The proposal was reviewed at all appropriate faculty and administrative levels at USM and UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UMPI MAOL on October 17, 2019.

5. TEXT OF PROPOSED RESOLUTION

That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for approval at the Board of Trustees meeting on November 17-18, 2019.

That the Board of Trustees authorizes the creation of a collaborative Master of Science in Athletic Training for the University of Southern Maine and University of Maine at Presque Isle.



Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: October 17, 2019
To: Dannel Malloy, Chancellor
University of Maine System (UMS)
From: Dr. Robert Placido, VCAA

6.1

The University of Maine

Regarding: USM and UMPI Academic Program Proposal: M.S. in Athletic Training

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque isle

University of
Southern Maine

Please find the attached program proposal from the University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) to offer a M.S. in Athletic Training (MSAT). The attached material includes a recent letter of support from President Glen Cummings from USM, Provost Jeannine Uzzi from USM, Dean Barbara Blackstone from UMPI, as well as the original PIF proposal and program proposal. This is a collaborative program between USM and UMPI that is necessary due to the changes in accreditation and standards in the Athletic Training field.

The proposed MSAT was reviewed and subsequently recommended by the Chief Academic Officers Council (CAOC) as a Program Innovation Fund proposal. The CAOC reviewed the proposal again on October 17, 2019. Thus I am pleased to also recommend this collaborative program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of USM UMPI MSAT


Chancellor Dannel Malloy

Oct 17, 2019
Date



Office of the President

May 23, 2019

Dr. Robert Neely
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Neely:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

A collaborative workgroup of Athletic Training faculty from the University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) have developed a graduate level athletic training program in the University of Maine System that supports a system wide approach to graduate education. This proposal is in response to the growing demand for Athletic Trainers in health care. The Bachelor's program at USM has been successful in attracting students and producing distinguished alumni.

The enclosed Program Proposal has been unanimously recommended by the Faculty Senate and has the full support of Provost Jeannine Uzzi.

The Program Proposal for the Masters of Science in Athletic Training at USM has my unequivocal support.

I request that the enclosed Program Proposal move to the next step of the approval process, the external review and comments and review by the Chief Academic Officers.

Sincerely,

A handwritten signature in black ink that reads "Glenn A. Cummings". The signature is stylized and written in a cursive-like font.

Glenn A. Cummings
President

ENC.

CC: Provost Uzzi
Dean Qualls
Professor Dominique Ross
File

P.O. Box 9300, Portland, ME 04104-9300
PHONE (207) 780-4480, TTY (207) 780-5646, FAX (207) 780-4561
www.usm.maine.edu

A member of the University of Maine System



UNIVERSITY OF
SOUTHERN MAINE
Provost and Vice President
for Academic Affairs

May 23, 2019

Dr. Glenn Cummings
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Cummings:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The Athletic training faculty at the University of Southern Maine (USM) and the University of Maine Presque Isle (UMPI) have developed a collaborative program proposal for an M.S. in Athletic Training with distance learning opportunities at the University of Maine at Presque Isle (UMPI).

At USM, the initial phase of any new degree program is the Intent to Plan phase. As this is a collaborative program proposal with the University of Maine at Presque Isle (UMPI), we were given permission by the Vice Chancellor to proceed right to the Program Proposal stage.

The enclosed Program Proposal has been unanimously recommended by the Graduate Council and Faculty Senate.

I am pleased to forward this Master of Science in Athletic Training Program Proposal to you with my full support.

Sincerely,



Dr. Jeannine D. Uzzi
Provost and Vice President for Academic Affairs

ENC.

cc: Dean Qualls
Professor Dominique Ross
File



MASTER OF SCIENCE IN ATHLETIC TRAINING

University of Maine System Program Proposal

University of Southern Maine
In collaboration with
University of Maine at Presque Isle

January, 2019

PROGRAM PROPOSAL:

MASTER OF SCIENCE IN ATHLETIC TRAINING

PROGRAM OBJECTIVES

6.2

RATIONALE

The Commission on Accreditation of Athletic Training Education (CAATE) has mandated that all professional programs must result in the granting of a master's degree; programs may not admit students into an undergraduate Athletic Training Program after the fall start of 2022. For the University of Maine System to continue to offer athletic training education, the program must be delivered at the graduate level and align with the 2020 Standards for Accreditation of Professional Athletic Training Programs (Appendix A).

The purpose of this proposal is to present a CAATE compliant, collaborative Master of Science in Athletic Training (MSAT) offered through the University of Southern Maine (USM) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). Additionally, the only collaborative graduate level athletic training program in the University of Maine System, this degree program would support a system wide approach to graduate education.

This program has been designed and proposed by a collaborative workgroup with representation from USM and UMPI.

PROGRAM GOALS & OUTCOMES

The goals and outcome of the MSAT were developed collaboratively by faculty from USM and UMPI to best serve students throughout the state of Maine who seek to earn a graduate degree and eligibility for certification in athletic training. These goals and outcomes must be assessed and reported annually to maintain good standing with the CAATE (Appendix A).

1. Students will be prepared for certification and employment upon graduation.
 - All students successfully completing the program will be eligible for the BOC exam.
 - Students will be gainfully employed or enrolled in an advanced academic program in athletic training or related field.
2. Students will be active and contributing members of their communities.
 - Students will engage with the athletic training and local communities.
3. The program will provide high quality athletic training education.
 - Contemporary didactic and laboratory education will be delivered by qualified faculty.
 - Clinical education will include diverse settings and experiences, supervised by trained preceptors with a variety of expertise.
 - The program will include interprofessional practice and education that will focus on collaboration and improving health outcomes.
 - Students and faculty will engage in scholarship and creative activity.
4. The program will cultivate professional behaviors and a culture of inquiry.

- The program will provide students with skills and foundational behaviors to successfully transition to practice.
- Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

EVIDENCE OF PROGRAM NEED

Athletic trainers (AT) are certified medical professionals who specialize in the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions (<https://www.nata.org/about/athletic-training>). ATs are traditionally found in the sports medicine setting, providing care for individuals participating in all levels of athletics. However, as access to qualified health professionals grows increasingly challenging, the practice setting of ATs has expanded to accommodate the growing demand. Current practice settings now include military, public safety, performing arts, and occupational health. In addition, physician practices, and hospital and clinic settings hire ATs to assist in patient care. National, regional, and state employment data predict a growing need for ATs in healthcare setting. Furthermore, growth and change analyses within the profession were conducted by the CAATE to determine that moving to an advanced degree would ensure better healthcare as well as the viability of athletic training.

Based on these data and mandate from the CAATE, the USM Athletic Training Program is seeking to transition from a Bachelor's degree program to the Master's degree level.

ACCREDITATION REQUIREMENTS

As a recognized healthcare profession by the American Medical Association (AMA), the athletic training profession requires its academic programs to receive and maintain accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Maintaining accreditation through the CAATE is compulsory for all athletic training programs as accreditation is required in order to be eligible for recognition as an Athletic Trainer through the profession's Board of Certification (BOC). BOC certification and graduation from a CAATE accredited program qualifies individuals for licensure as an athletic training practitioner through the state of Maine's Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. This allows the Athletic Trainer to legally work as a healthcare professional in the state(s) he/she becomes licensed.

The University of Southern Maine (USM) has offered an undergraduate major in Athletic Training since 1997. The current Bachelor of Science in Athletic Training (BSAT) successfully received its initial five-year programmatic accreditation in 2002, a subsequent 10 year reaccreditation in 2007, and its current five-year reaccreditation status through the CAATE in 2017.

However, on May 20, 2015, the CAATE passed a resolution stating that individuals desiring to enter the profession must earn a graduate degree from a CAATE accredited program. This resolution means that a Master's degree will become the entry-level degree required for those pursuing a career in Athletic Training. The decision to move to an entry-level graduate degree is on par with similar allied healthcare professions with which Athletic Training benchmarks itself, such as Physical Therapy, Occupational Therapy, and Physician Assistant. USM currently offers graduate degrees in healthcare professions such as Occupational Therapy and Nursing, providing opportunities for interprofessional education and collaboration. Given the current state of higher education and healthcare, transitioning Athletic Training

education to the Master's level is essential to ensure that future Athletic Trainers are able to meet the expectations of evolving healthcare teams, to improve patient outcomes, and to keep the future of the profession sustainable.

STATUS OF GRADUATE PROGRAMS IN ATHLETIC TRAINING

Currently, there are 138 CAATE-accredited athletic training programs nationwide at the professional master's level, or that are seeking to transition from the baccalaureate level to the master's level. In New England there are only eight institutions that sponsor a CAATE accredited entry-level master's program athletic training programs t or are seeking to transition from the baccalaureate level to the master's level (University of New England, Plymouth State University, Sacred Heart University, Boston University, Bridgewater State College, Merrimack College, University of Vermont, Castleton University). The University of New England is the only institution in the State of Maine which currently offers a CAATE accredited entry-level master's program in athletic training (<https://caate.net/search-for-accredited-program/>, accessed 9/7/2018). Within the University of Maine System, three undergraduate degree programs exist, including The University of Maine (UMaine), The University of Maine at Presque Isle (UMPI), and the University of Southern Maine (USM). UMaine is eligible to re-accredit their undergraduate level program in 2019 and, if desired, will be able to accept a final undergraduate cohort in the fall of 2022. UMPI is in the teach-out phase and will graduate their final undergraduate athletic training cohort in Spring 2019. The intent of the proposed graduate program is for USM to serve the students of Maine by establishing locations at USM and UMPI.

ENROLLMENT FIGURES

Total Enrollment Figures for USM's BSAT – Fall Semester

2015	2016	2017	2018
82	81	88	77

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Academic_Plan_Fall_2018.pdf)

Fall Five Year New Student Enrollment Figures (Freshmen and Transfer) for USM's BSAT

2014	2015	2016	2017	2018
24	28	21	28	25

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Adm_by_Plan_Undergrad_Fall_2018.pdf)

The Department of Exercise, Health, and Sport Sciences (EHSS) recently conducted an internal survey to determine the percentage of the Department's Health Science and Exercise Science students (the two other baccalaureate degrees offered by EHSS) who would be interested in enrolling in a Master's degree program and, subsequently, the percentage of those students who would be interested in pursuing an

MSAT specifically. Out of a response rate of 29%, 17% of the respondents stated they would pursue a MSAT at USM. Given that the total number of graduates in both Exercise Science and Health Science during the past three years has averaged 75 students per year, it is reasonable to assume that approximately 10 to 12 students per year who are already enrolled at USM would consider enrolling in the MSAT program. These potential students would be in addition to those students external to USM who would be recruited to enroll in the program.

ENROLLMENT PROJECTIONS

The USM athletic training program will be simultaneously teaching-out the undergraduate level athletic training program while simultaneously matriculating graduate level students. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, USM’s Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

UG Enrollment Projections

Academic Year	Students Graduating	Attrition*	Total UG Enrollment	
2019-2020			80	4 UG cohorts
2020-21	13	12	55	3 UG cohorts
2021-22	13	12	30	2 UG cohorts
2022-23	13	4	13	final UG cohort

*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total AT Program Enrollment Projection (Grad and UG)

Academic Year	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2020-21	55	10	10	65
2021-22	30	14	24	54
2022-23	13	18	32	45
2023-24	0	20	38	38
2024-25	0	20	40	40

NATIONAL EMPLOYMENT DATA

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the the Bureau’s definition of average growth rate

(<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

REGIONAL EMPLOYMENT DATA

From 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

MAINE EMPLOYMENT DATA

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations. (https://www.maine.gov/labor/cwri/publications/pdf/Maine_Workforce_Outlook_2012_to_2022.pdf, accessed 1/30/2019).

PROGRAM CONTENT

PREREQUISITES & ENTRY INTO THE PROGRAM

Program prerequisite courses were established to ensure foundational knowledge upon entry into the program and to align with the CAATE 2020 Standards (Appendix A).

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)
- Psychology- 1 semester (minimum 3 credits)

- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

Program Entry

The MSAT program has two proposed methods of entry:

- 3+2 accelerated pathway
 - Students from USM and UMPI who complete prerequisite courses may apply to the MSAT in the fall of their junior year. Upon acceptance, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students to complete the accelerated pathway (Appendix B)
- Traditional graduate admittance
 - Students with the recommended prerequisites could apply to the MSAT program after completing an undergraduate degree.

PROGRAM OFFERING

As a new graduate level program, faculty of USM and UMPI have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, laboratory experiences, and clinical education and experiences. The graduate program totals 64 credit hours for completion. An academic plan is provided in Appendix C. New course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)
- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)

- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

Additionally, the Athletic Training faculty are exploring interprofessional education opportunities with Nursing and Occupational Therapy.

RESEARCH & EVIDENCE BASED PRACTICE

Students in the MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research & evidence based practice requirement.

CLINICAL EXPERIENCE

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician.; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM and UMPI have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education (Appendix D). In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

IMPACT ON EXISTING PROGRAMS

University of Southern Maine

The USM Athletic Training program will accept its last undergraduate cohort in the Fall of 2019 with an anticipated graduation of May, 2023. The first graduate cohort will be accepted in the Summer of 2020 with an anticipated graduation of May, 2022. There will be a three year overlap in programs to complete the teach-out for the undergraduate degree program and initiate the MSAT. The program (UG and Grad) will need to meet accreditation requirements in order to maintain good standing with the CAATE. During this overlap, the Athletic Training program will need a minimum of two core faculty to support the

undergraduate program and two core faculty to support the graduate program. These faculty are represented in the personnel and financial consideration sections of this proposal.

We anticipate that the addition of a pre-athletic training track to the Health Science and Exercise Science degrees may result in a slight increase in enrollment once the undergraduate Athletic Training program no longer admits students. These undergraduate programs may serve as an alternative major for high school seniors seeking an Athletic Training degree while also acting as a pathway into the MSAT. USM offers all prerequisite courses and both the Health Science and Exercise Science programs can be adjusted to accommodate these additional courses.

University of Maine at Presque Isle

UMPI is currently in the teach-out phase and will graduate the last undergraduate athletic training cohort in the Spring of 2019. Their Exercise Science degree with a concentration in Pre-Health will serve as a pathway for students to enter the MSAT. All proposed prerequisites are currently offered at UMPI.

TIMELINE

The timeline below illustrates the overlap in teaching-out the undergraduate program at USM while simultaneously initiating the graduate program. From the Fall of 2020 to the Spring of 2023, the Athletic Training program must support both undergraduate and graduate level degree programs. The CAATE requires that there be a minimum of two core Athletic Training faculty for each degree level. This necessitates that a minimum of four Athletic Training faculty be employed during the overlapping years.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UG CLASS OF 2023	FINAL UG COHORT BEGINS	UG YEAR 2	UG YEAR 3	FINAL UG COHORT GRADUATES	
GRAD CLASS OF 2022		1ST GRAD COHORT BEGINS	FIRST GRAD COHORT GRADUATES		
GRAD CLASS OF 2023			2ND GRAD COHORT BEGINS	2ND GRAD COHORT GRADUATES	
GRAD CLASS OF 2024				3RD GRAD COHORT BEGINS	3RD GRAD COHORT GRADUATES
NOTES	4 UG COHORTS	3 UG COHORTS, 1 GRADUATE COHORT	2 UG COHORTS, 2 GRADUATE COHORTS	1 UG COHORT, 2 GRADUATE COHORTS	2 GRADUATE COHORTS (INCLUDES GRAD 4)

PROGRAM RESOURCES

PERSONNEL

University of Southern MaineCore Athletic Training Faculty

Dominique M. Ross, PhD, ATC

Noel Neptune, MEd, ATC

Meredith Madden, EdD, ATC*

Associated Faculty

Brian Toy, PhD, ATC

Chris Scott, PhD

Jeff Murphy, PhD

Shay Daily, PhD

Jay Graves, PhD

University of Maine at Presque Isle

Barbara Blackstone, MS, ATC

Aaron Marston, MS, ATC

Curriculum Vitae of faculty are included in Appendix E

*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2018-2019.

At the launch of the graduate program, there will be three years in which the program has both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, Appendix A). To support this transition and the health of the graduate program, we request an additional tenure-track faculty line. We envision that the fixed-length position may dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program.

USM Faculty:

- Existing positions
 - Program Director: Full-Time Tenure Track
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
- New positions
 - Faculty: Full-Time Lecturer (Fall 2019- Spring 2023 to support teach-out)

- Faculty: Full-Time Tenure Track
- Site Coordinator at University of Maine at Presque Isle: Full- Time Clinical Lecturer

Administrative Support

- New positions
 - Administrative Assistant: Full time

6.2

LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the MSAT program.

EQUIPMENT

USM and UMPI have existing undergraduate Athletic Training programs that are supplied with the necessary modalities to meet the CAATE accreditation requirements. Additional equipment is being requested to support relocating and graduate research within human movement, concussion, and injury prevention. A comprehensive list of the equipment will be detailed under the “financial considerations” section.

FACILITIES & SPACE REQUIREMENT

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. This move supports the growing space needs of the Department, provides opportunities to develop teaching and research laboratories, and is easily accessible to commuting students. Additionally, relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to conduct research.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. Additionally, faculty teaching within the MSAT at USM in- Portland and UMPI will need dedicated office space to meet with students and complete administrative responsibilities. A space will also need to be allocated for an administrative assistant to support the athletic training program and interprofessional education.

The allocated space in Portland requires renovation, furniture and equipment updates. These projected expenses are provided under “financial considerations”. UMPI currently has existing facilities and

equipment to support an accredited Athletic Training program, but will need to be equipped with appropriate technology.

Prior to moving to the Portland location, the Athletic Training program will need:

- Educational lab space
- Research lab space
- 4 Faculty offices
- 1 staff office
- Available classroom space

6.2

COOPERATING PROGRAMS

University of Southern Maine

- Health Science
- Exercise Science
- Occupational Therapy
- Nursing

University of Maine at Presque Isle

- Exercise Science
- Nursing

FINANCIAL CONSIDERATIONS

REVENUE PROJECTIONS

AY 2020-2021			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	45	In-State	\$ 271.00
Spring	45	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	93		
Student Count		Total Revenue Undergraduate	
IS	41	\$ 1,780,020.00	
OS	7		
RSP/Can	7		
Total	55		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	12	In-State	\$ 407.00
Spring	12	Out of State	\$ 1,100.00
Summer	6	NEBHE/Canadian	\$ 651.00
Total	30		
Student Count		Total Revenue Graduate	
IS	8	\$ 150,210.00	
OS	1	Total Program Revenue 20-21	
NEBHE/Can	1	\$ 1,930,230.00	
Total	10		

AY 2021-2022			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	30	In-State	\$ 271.00
Spring	30	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	63		
Student Count		Total Revenue Undergraduate	
IS	23	\$ 654,381.00	
OS	4		
RSP/Can	3		
Total	30		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	18	\$ 754,740.00	
OS	3	Total Program Revenue 20-21	
NEBHE/Can	3	\$ 1,409,121.00	
Total	24		

AY 2022-2023			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	15	In-State	\$ 271.00
Spring	15	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	30		
Student Count		Total Revenue Undergraduate	
IS	10	\$ 137,100.00	
OS	2		
RSP/Can	1		
Total	13		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	24	\$ 1,006,320.00	
OS	4	Total Program Revenue 20-21	
NEBHE/Can	4	\$ 1,143,420.00	
Total	32		

AY 2023-2024			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$ -	
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	30	\$ 1,152,840.00	
OS	4	Total Program Revenue 20-21	
NEBHE/Can	4	\$ 1,152,840.00	
Total	38		

6.2

AY 2024-2025			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	32	\$	1,201,680.00
OS	4		
NEBHE/Can	4		
Total	40		
		Total Program Revenue 20-21	
		\$ 1,201,680.00	

Revenue is based on enrollment projections of athletic training students at the Bachelor’s level and enrollment of MSAT graduate students.

PERSONNEL

Personnel Cost	Salary	Benefits	Total
FT Tenure 1 (Program Director)	\$ 65,000.00	\$ 34,450.00	\$ 99,450.00
FT Tenure 2	\$ 60,000.00	\$ 31,800.00	\$ 91,800.00
Lecturer 1	\$ 50,000.00	\$ 26,500.00	\$ 76,500.00
Lecturer 2	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Site Coordinator 1	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Administrative	\$ 35,000.00	\$ 18,550.00	\$ 53,550.00
Total (2020-2023)			\$ 528,600.00
Total (2023-2025)			\$ 452,100.00
PD Summer Stipend (1/9th salary)			\$7,000
CEC Summer Stipend (1/9th salary)			\$6,000
PD Admin Stipend Academic Yr			\$6,000
Summer Teaching Stipends (18 credits)			\$20,000
Total			\$39,000

As previously mentioned, the Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at

each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

6.2

OPERATIONAL BUDGET

Operational Budget	
Faculty License, Credentialing	\$3,700.00
Student Clinical Supplies	\$3,000.00
Accreditation Fees	\$10,000.00
Professional Development	\$8,750.00
ePortfolio System	\$5,000.00
Travel & Meals (In-State)	\$3,000.00
Equipment Calibration &	\$1,500.00
Lab & Educational Supplies	\$10,000.00
Office Supplies	\$500.00
Software	\$10,000.00
BOC Approved Provider	\$250.00
Event/ Symposium	\$500.00
Special Events	\$500.00
Facilities and Admin Cost to	\$250,000.00
Total	\$306,700.00

PROGRAM EXPENSES AND REVENUE

Expenses	Operational	Personnel	Total
	20-21	\$ 306,700.00	\$ 528,600.00
21-22	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
22-23	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
23-24	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
24-25	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
Revenue	Undergraduate	Graduate	Total
20-21	\$ 1,780,020.00	\$ 150,210.00	\$ 1,930,230.00
21-22	\$ 654,381.00	\$ 754,740.00	\$ 1,409,121.00
22-23	\$ 137,100.00	\$ 1,006,320.00	\$ 1,143,420.00
23-24	\$ -	\$ 1,152,840.00	\$ 1,152,840.00
24-25	\$ -	\$ 1,201,680.00	\$ 1,201,680.00
AY	Net		
20-21	\$ 1,094,930.00		
21-22	\$ 573,821.00		
22-23	\$ 308,120.00		
23-24	\$ 394,040.00		
24-25	\$ 442,880.00		

ADDITIONAL START-UP COSTS

Portland Space Needs	Cost
Taping Station	\$ 6,000.00
Treatment Tables	\$ 24,000.00
Classroom Furniture	\$ 7,000.00
Whirlpool	\$ 6,600.00
Rolling Stools	\$ 2,000.00
Ice Machine	\$ 6,200.00
High-low adjustable table	\$ 6,000.00
Treadmill	\$ 5,500.00
Plyobox Set	\$ 400.00
Skeletons	\$ 2,600.00
DARI Human Movement	\$ 60,000.00
PolyCom	\$ 50,000.00
Total	\$ 176,300.00

6.2

The MSAT workgroup has been invited by the CAOC to submit a full Program Innovation Fund Proposal to assist in funding the MSAT initiative. We will request funding to support a multi-campus collaboration along with many of the equipment requests for the MSAT (Appendix F).

PROGRAM EVALUATION

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. The timing of the analysis will align with the first graduate cohort academic year. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, the program will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Director will collaborate with the Dean and Provost to maintain compliance.

SIGNATURES

Submitted By:

Dominique Ross, Ph.D., ATC
Program Director, Athletic Training
University of Southern Maine

Date

Barbara Blackstone, M.S., ATC
Dean, College of Professional Programs;
Dean, College of Education;
Coordinator of Athletic Training Education
University of Maine at Presque Isle

Date

James Graves, Ph.D.
Chair, Department of Exercise, Health and Sports Science
University of Southern Maine

Date

Jeremy Qualls, Ph.D.
Dean, College of Science, Technology and Health
University of Southern Maine

Date

Approved By:

Jeannine Diddle Uzzi, Ph.D.
Provost and Vice President for Academic Affairs
University of Southern Maine

Date

Glenn Cummings, Ed.D.
President
University of Southern Maine

Date

6.2

APPENDICES

APPENDIX A: COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION, 2020 STANDARDS FOR ACCREDITATION OF PROFESSIONAL ATHLETIC TRAINING PROGRAMS

6.2

Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic Training Programs
Master's Degree Programs Adoption date: January 9, 2018
Effective date: July 1, 2020 SECTION I: PROGRAM DESIGN AND QUALITY

6.2

Standard 1 The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.

Annotation Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.

Standard 2 The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.

Annotation This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The framework is evaluated and refined on an ongoing basis.

The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.

Standard 3 Development, implementation, and evaluation of the **framework** engage all **core faculty** and include other stakeholders as determined by the program.

Annotation All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.

Standard 4 The results of the program's assessment plan are used for continued program improvement.

Annotation The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

Standard 5 The program collects student achievement measures on an annual basis.

Annotation The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**

- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

Standard 6 The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

Annotation Procedures for review and action on this standard are described in the CAATE policies and procedures manual.

Standard 7 Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an **action plan for correction of BOC-examination pass-rate deficiency**.

Annotation This standard only applies in the event that a program is not compliant with Standard 6.

SECTION II PROGRAM DELIVERY

Standard 8 Planned **interprofessional education** is incorporated within the **professional program**.

Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.

Standard 9 All courses used to fulfill **athletic training clinical experience** requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.

Standard 10 Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation Fulfillment of clinical experience requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. Clinical experiences must occur throughout the professional program.*

Standard 11 The program uses clearly written syllabi for all courses that are part of the professional program.

Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.

Standard 12 Course credits are consistent with institutional policy or institutional practice.

Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, clinical experience courses).

Standard 13 The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.

Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in clinical experiences, are not excessive.

Standard 14 A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

Standard 15 A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Annotation To meet this standard, the program must describe the following:

- *The criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience*
- *The process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population*
- *How clinical experiences are designed to progress the student toward autonomous practice*
- *The methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his or her progression in the program*

Standard 16 The **clinical education** component is planned to include at least one **immersive clinical experience**.

Annotation An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience.

Standard 17 A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Annotation These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use simulation to meet portions of this standard. Students must have adequate real client/patient interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with a variety of patient populations.

Standard 18 Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Annotation Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use simulation to meet portions of this standard. Students must have adequate patient/client interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard 19 The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to

provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.

Standard 20 Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.

Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

Annotation The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this standard.

Standard 22 All sites where students are involved in **clinical education** (excluding the sponsoring institution) have a current **affiliation agreement** or **memorandum of understanding** that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

Annotation When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any experience the student completes to meet **clinical education** requirements as an athletic training student must have an agreement. Credit and noncredit **athletic training clinical experiences** or **supplemental clinical experiences**, including internships, must have **affiliation agreements** or memoranda of understanding.

Standard 23 The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- 23A Academic dishonesty policy
- 23B Grievance policy
- 23C Matriculation requirements
- 23D Nondiscrimination policies
- 23E Policies for student withdrawal and refund of tuition and fees
- 23F Technical standards or essential functions

Annotation: Policies and procedures may be institutional and not specific to the athletic training program.

Standard 24 Prospective and enrolled students are provided with relevant and accurate information about the institution and program. Available information must include the following:

- 24A Academic calendars
- 24B Academic curriculum and course sequence
- 24C Admissions process (including prerequisite courses)
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing

- 24E Catalogs
- 24F Criminal background check policies
- 24G Degree requirements
- 24H Financial aid
- 24I Grade policies
- 24J Immunization requirements
- 24K Information about clinical experiences, including travel expectations to clinical sites
- 24L Matriculation requirements
- 24M Nondiscrimination policies
- 24N Procedures governing the award of available funding for scholarships
- 24O Program mission, goals, and expected outcomes
- 24P Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
- 24Q **Technical standards** or essential functions

Annotation: Information may be institutional and not specific to the athletic training program.

Standard 25 The program posts data detailing its student achievement measures.

Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program’s home page:

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:

- 26A A mechanism by which clients/patients can differentiate students from credentialed providers
- 26B A requirement for all students to have emergency cardiac care training before engaging in clinical experiences
- 26C Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
- 26D Calibration and maintenance of equipment according to manufacturer guidelines
- 26E Communicable and infectious disease transmission
- 26F Immunization requirements for students
- 26G Patient/client privacy protection (FERPA and HIPAA)
- 26H Radiation exposure (as applicable)
- 26I Sanitation precautions, including ability to clean hands before and after patient encounters
- 26J Venue-specific training expectations (as required)
- 26K Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.

Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:

- 27A Program admissions applications

27B	Progression through the curriculum
27C	Disciplinary actions (if applicable)
27D	Clinical placements
27E	Verification of annual blood-borne pathogen training
27F	Verification of compliance with the program’s technical standards requirements
27G	Verification of completed criminal background checks (if applicable)
27H	Verification of privacy training (for example, HIPAA and FERPA, as applicable)
27I	Verification of notification of communicable/infectious disease transmission policy and postexposure plan
27J	Compliance with immunization policies
27K	Verification that the program’s students are protected by professional liability insurance

Standard 28 Admission of students to the professional program is made in accordance with the program’s identified criteria and processes, which are made publicly available.

Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.

Standard 29 The program ensures that each student is oriented to the policies and procedures of their clinical site.

Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for clinical experiences must include (but is not limited to) the following:

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30 Educational opportunities and placements are not prejudicial or discriminatory

Standard 31 Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

Annotation: Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.

Standard 32 Regular and ongoing communication occurs between the program and each preceptor.

Annotation All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.

Standard 33 All active clinical sites are evaluated by the program on an annual basis.

Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.

Standard 34 All program policies, procedures, and practices are applied consistently and equitably.

Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:

- Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures
- Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates
- Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.

Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- An earned doctoral degree
- **Contemporary expertise** in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- **Scholarship**
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

Standard 38 The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- Program planning and operation, including development of the framework
- Program evaluation
- Maintenance of accreditation
- Input into budget management
- Input on the selection of **program personnel**
- Input on the evaluation of **program personnel**

Standard 39 The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education’s experience and qualifications include the following:

- **Contemporary expertise** in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

Standard 40 The coordinator of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
- **Clinical site** evaluation
- Student evaluation
- Regular communication with **preceptors**
- Professional development of **preceptors**
- **Preceptor** selection and evaluation

Annotation: Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.

Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty**.

Annotation Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.

Standard 42 The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

Standard 43 The program director, coordinator of clinical education, and other **core faculty** have assigned load that is sufficient to meet the needs of the program.

Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.

Standard 44 All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified.

Standard 45 **Preceptors** are health care providers whose experience and qualifications include the following:

- Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a **preceptor**
- **Contemporary expertise**

Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.

Standard 46 **Preceptors** function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. **Preceptors** who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Standard 47 The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.

Standard 48 Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.

Standard 49 The program has a **medical director** who is actively involved in the program.

Annotation: The medical director supports the program director in ensuring that both didactic instruction and clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.

Standard 50 The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.

Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

51A Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.

51B Necessary equipment required for teaching a contemporary athletic training curriculum is provided.

51C Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

51D The available technology is adequate to support effective teaching and learning.

Annotation If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.

Standard 52 The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

Annotation Availability of student support services at remote locations (for example, during clinical experiences) must be comparable to those for students located on campus.

Standard 53 Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.

Annotation: Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and Foundational Knowledge

Standard 54 The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Annotation The program determines the classes that meets these standards and supports the program's curricular plan. Additional prerequisite coursework may be required as determined by the program.

Standard 55 Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Annotation Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.

The professional program content will prepare the graduate to do the following:

Core Competencies

Core Competencies: **Patient-Centered Care**

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

Standard 57 Identify health care delivery strategies that account for health literacy and a variety of **social determinants of health.**

Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 60 Use the **International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.**

Core Competencies: Interprofessional Practice and Interprofessional Education

Standard 61 Practice in collaboration with other health care and wellness professionals.

Core Competencies: Evidence-Based Practice

Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.

Annotation: Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.

Core Competencies: Quality Improvement

Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: Health Care Informatics

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines.

Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68 Advocate for the profession.

Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.

Patient/Client Care

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia

- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient’s

clinical presentation:

- Cardiovascular system (including auscultation)
- Endocrine system
- Eyes, ears, nose, throat, mouth, and teeth
- Gastrointestinal system
- Genitourinary system
- Integumentary system
- Mental status
- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Annotation These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- **Durable medical equipment**
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87 Select and use **biometrics** and **physiological monitoring systems** and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Health Care Administration

Standard 88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating physician.

Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment"

under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.”¹

Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Annotation Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.

6.2

Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Action plan for correction of BOC examination pass-rate deficiency:

- A. A review and analysis of the program's previously submitted action plans. This should include
 1. any assessment data used to evaluate the previous action plan,
 2. a discussion of strategies that have and have not worked, and
 3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
 1. the number of students enrolled in the program in each of the past three years,
 2. the number of students who have attempted the exam in each of the past three years,
 3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
 4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program's anticipated exam outcomes for next year.

This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include

1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

1. developing targeted goals and action plans to achieve the desired outcomes,
 2. stating the time lines for reaching the outcomes, and
 3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also Memorandum of understanding.*

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission, goals, and outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainers: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. *See also* **Clinical education**.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.²

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.³

Faculty: *See* **Adjunct faculty**; **Associated faculty**; **Core faculty**.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three

years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.⁴

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.⁵

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.⁶

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.⁷

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.⁹

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁰

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following **academic year**. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.¹¹ Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and

simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.¹²

Scholarship: Scholarly contributions that are broadly defined in four categories.¹³

- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.¹⁴ See also [Clinical education](#).

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.¹⁵

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.¹⁶

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also [Clinical education](#).

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.¹⁷

References

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10. Breitbach AP, Richardson R, National Athletic Trainers' Association Executive Committee for Education, Interprofessional Education and Practice in Athletic Training Work Group. Interprofessional education and practice in athletic training. *Athletic Training Education Journal*. 2015;10(2):170-182.
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APPENDIX B: HEALTH SCIENCE- PRE ATHLETIC TRAINING

Bachelor of Science in Health Sciences – Pre Athletic Training Track

Fall Semester			Spring Semester		
First Year			First Year		
EYE	Entry Year Experience (not Required after 24+ credits)	3		Cultural Interpretation	3
ENG 100	College Writing	3	HRD/SBS 200	Socio-cultural Analysis	3
			BIO 101/102	Biological Foundations	4
MAT 120/PSY 201	Quantitative Reasoning	3-4	PSY 100	General Psychology	3
SPM 100 (if < 30 cr. hr.)	Intro to Exercise, Health and Sports Sciences	3		Creative Expression	3
SPM 219	Lifetime Physical Fitness and Wellness	3			
15-16			16		
Second Year			Second Year		
BIO 111/112	Human Anat & Phys I	4.5	BIO 113/114	Human Anat & Phys II	4.5
PSY 200+	(Upper Level Psychology elective)	3	SPM XXX	Core Elective	3
			CHY 113	Principles of Chemistry I	3
PHY 111/114	Science Exploration	5	CON 356 or SBS/SCI 336	Concepts of Community Health/ Introduction to Public Health	3
SPM XXX	Core Elective	3	SPM 230	Psychology of Physical Activity and Sport (offered Fall/Spring/Summer)	3
15.5			16.5		
Third Year			Third Year		
SPM 350	Health Promotion Programs (offered Fall/Spring/Summer)	3		Diversity	3
CON 252	Human Nutrition	3		Ethical Inquiry (EISRC)	3
	International	3	CON 321	Health Related Research	3
SPM 330	Physiology of Exercise	3	SPM 381	Kinesiology	3
SPM XXX	Core Elective	3		General Elective	3
15			15		
Fourth Year			Fourth Year		

Students accepted into the MSAT will begin taking MSAT Courses in the Summer leading into their fourth year. The first 30 credits of the program will satisfy the remaining track credits of the BS in Health Science.

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APPENDIX C: MSAT ACADEMIC PLAN

Year 1	36 cr
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Year 2	27cr
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Summer 1	Credits
Foundations (Intro to grad school, behaviors)	1
Prevention (taping, bracing, etc...)	1
Acute Care	3
Human Anatomy	2
Acute Care Simulation Lab	1
	8

Clinical
F2F
Hybrid
Online

Summer 2	Credits
Therapeutic Interventions II	4
Pharmacology	2
Clinical Education (Medical/IPE)	2
Preseason Clinical Experience (Immersive)	2
	10

Fall 1	Credits
Examination & Diagnosis I	4
Health Promotion & Human Performance 1 (epidemiology)	4
General Medical	4
Clinical Experience	2
	14

Fall 2	Credits
Research & Stats (15 weeks)	3
Health Care Administration (7 weeks)	2
Administration and Leadership (7 weeks)	2
Clinical Experience (7 wk, continuation of preseason)	2
	9

Winter 1	0
	0

Winter 2	Credits
BOC prep	1
	1

Spring 1	Credits
Examination & Diagnosis II	4
Interventions I	4
Health Promotion & Human Performance 2	4
Clinical Experience	2
	14

Spring 2	Credits
Capstone	3
Transition to Practice	2
Clinical Education (career goals)	3
	8

Total Credits	64
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6.2

APPENDIX D: PRECEPTORS & CLINICAL AFFILIATIONS

University of Southern Maine

Name: Department of Athletics, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Matt Gerken, MS, ATC

Title: Head Athletic Trainer

Name: University Health and Counseling Services, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Lisa Belanger

Title: Director, University Health and Counseling Services

Name: Kennebunk High School

Address: 89 Fletcher St., Kennebunk, ME 04043

Individual Contact: Arlene Veere, ATC

Title: Athletic Trainer

Name: Windham High School

Address: 406 Gray Rd., Windham, ME 04062

Individual Contact: Casey Sinclair, ATC

Title: Athletic Trainer

Name: Maine Medical Partners Sports Medicine

Address: 119 Gannett Dr. South Portland, ME 04016

Individual Contact: Neil Carroll, ATC

Title: Director of Athletic Training Residency

Name: Deering High School

Address: 370 Stevens Ave., Portland, ME 04103

Individual Contact: Greg Tosi, ATC

Title: Athletic Trainer

Name: Sanford High School

Address: 52 Sanford High Blvd., Sanford, ME 04073

Individual Contact: Jessica Hobgood, ATC

Title: Athletic Trainer

Name: Scarborough High School

Address: 11 Municipal Dr., Scarborough, ME 04074

Individual Contact: Joe Davis, ATC

Title: Athletic Trainer

Name: South Portland High School

Address: 637 Highland Ave., South Portland, ME 04106

Individual Contact: John Ryan, ATC

Title: Athletic Trainer

Name: Cheverus High School

Address: 267 Ocean Ave., Portland, ME 04103

Individual Contact: Katie McCarthy, ATC

Title: Athletic Trainer

Name: Southern Maine Community College

Address: 2 Fort Rd., South Portland, ME 04106

Individual Contact: Sarah Daniels, ATC

Title: Athletic Trainer

Name: Cape Elizabeth High School

Address: 345 Ocean House Rd., Cape Elizabeth, ME 04107

Individual Contact: Lisa Mims, ATC

Title: Athletic Trainer

Name: University of Maine- Orono

Address: Orono, ME 04469

Individual Contact: Ryan Taylor, ATC

Title: Head Athletic Trainer

Name: Portland High School

Address: 284 Cumberland Ave., Portland, ME 04101

Individual Contact: Ryan Lucas, ATC

Title: Athletic Trainer

Name: Saint Joseph's College

Address: 278 Whites Bridge Rd., Standish, ME 04084

Individual Contact: Tiffany Gagnon, ATC

Title: Athletic Trainer

Name: Colby College

Address: 4800 Mayflower HI, Waterville, ME 04901
Individual Contact: Tim Weston, ATC
Title: Head Athletic Trainer

Name: Thornton Academy
Address: 438 Main St., Saco, ME 04072
Individual Contact: Tony Giordano, ATC
Title: Athletic Trainer

Name: Gorham High School
Address: 41 Morrill Ave., Gorham, ME 04038
Individual Contact: Tyler Delaney, ATC
Title: Athletic Trainer

Name: United Medical Gym
Address: 125 John Roberts Rd., South Portland, ME 04106
Individual Contact: Matthew Marcoux
Title: Athletic Trainer

Name: Saco Bay Physical Therapy
Address: 45 Western Ave., South Portland, ME 04106
Individual Contact: Nick Adrience, PT, ATC
Title: Physical Therapist

Name: Orthopedic Associates
Address: 15 Lund Rd., Saco, ME 04076
Individual Contact: Jon Olesen, ATC
Title: Athletic Trainer

Name: Saco Bay Physical Therapy
Address: 400 North St. Suite 2., Saco, ME 04072
Individual Contact: Scott Lavallee, PT
Title: Physical Therapist

Name: Cape Integrative Health
Address: 8-10 Hill Way, Cape Elizabeth, ME 04107
Individual Contact: Zev Myerowitz, DC
Title: Chiropractor

Name: Rock Steady Boxing

Address: YMCA 24 Venture Ave., Brunswick, ME 04011

Individual Contact: Jennifer Anderson

Title: Physical Therapist

Name: Maine Medical Center Family Practice Sports Medicine Division

Address: 272 Congress Street, Portland, ME 04101

Individual Contact: William Dexter, MD

Title: Director

6.2

APPENDIX E: CURRICULUM VITAE OF CURRENT ATHLETIC TRAINING CORE FACULTY; USM & UMPI

Dominique Ross PhD, LAT, ATC

DominiqueMRoss@gmail.com ❖ (207) 576- 6239 ❖ 608 Megquier Hill Road, Poland, Maine, 04274

EDUCATION

Doctor of Philosophy, May, 2012
Springfield College, Springfield, MA
Program: Teaching and Administration
Dissertation: The Influence of Teaching Evidence Based Practice on Critical Thinking

Master of Science, July 2009
East Stroudsburg University, East Stroudsburg, PA
Program: Sports Medicine and Athletic Training
Thesis: The Effect of KinesioTape on Shoulder Joint Position Sense

Bachelor of Science, May 2008
Springfield College, Springfield, MA
Major: Athletic Training

EXPERIENCE

PEDAGOGICAL

University of Southern Maine, Gorham, ME
Assistant Professor and Athletic Training Program Director (Tenure Track)

SPM440: Manual Therapy

The course is design to introduce students to various manual therapy interventions including instrument assisted soft tissue mobilization, massage, muscle energy technique, trigger point therapy, joint mobilization and other contemporary techniques.

SPM340: Therapeutic Exercise

SPM 265: Therapeutic Modalities

Lasell College, Newton, MA
Assistant Professor and Coordinator of Clinical Education

RSCI781: Capstone

A graduate level capstone experience requiring students to select and complete a Critically Appraised Topic, Evidence Based Practice Professional Presentation or an Original Experimental Study.

RSCI780: Quantitative and Qualitative Research

A graduate level online course designed to introduce research methods, statistics, ethics and communication skills. Students prepare a review of literature and research proposal.

RSCI705: Evidence Based Rehabilitation

This course is a graduate level course offered exclusively online. The purpose is to introduce concepts of evidence based medicine and a critical appreciation for current literature.

AT430: Athletic Training Senior Capstone

The “Capstone” experience is a research based course that allows students to conduct individual research projects, collect data and synthesize results.

EXSC340: Research Concepts

The course provides students with an introduction to research concepts, basic statistics and research writing.

AT211: Assessment and Diagnosis I

The purpose of this course is to introduce the foundations of clinical reasoning, assessment and diagnosis of lower extremity injuries.

AT212: Assessment and Diagnosis II

The purpose of this course is to continue the established foundation of Assessment and Diagnosis I by including upper extremity, postural and abdominal evaluation skills.

AT213: Assessment and Diagnosis: Head and Spine

Students are provided with the opportunity to learn about the pathophysiology of concussion, assessment techniques and current treatment standards. In addition, students understand evaluation and diagnosis of spine related pathologies.

AT101: Musculoskeletal Anatomy

The purpose of this course is to provide students with a foundational understanding of musculoskeletal anatomy, planes and axis of the body and joint structure and function.

FYS101: First Year Seminar: Happy, Healthy and Successful

This theme based course explored 5 key concepts of well-being and its influence on the college experience. Students engaged in a variety of skill based assignments to prepare them for college level courses.

Curriculum Design and Coordination

Athletic Training Clinical I, II, III, IV, V & VI.

Currently work with adjunct professors and preceptors of the corresponding courses to develop content, teaching strategies and assessment techniques. Facilitate evaluation of clinical competencies through the use of ATrack online portfolio system. Responsible for all clinical placements, site visits and preceptor education.

Springfield College, Springfield, MA

Adjunct Professor

Education and Research Methods ATR

August, 2011- May, 2012

Students are guided through the research process by developing and conducting a research study related to the healthcare field. A completed review of literature, methodology and journal manuscript are required. Basic statistical analysis and critical appraisal skills are areas of focus.

Human Anatomy Synthesis

August, 2010- May, 2012

The purpose of the course is to integrate didactic anatomical information into clinically applicable scenarios. Students develop presentation skill by creating alternative learning experiences with emphasis

placed on active engagement. The affective learning domain is promoted through communication, group problem solving and critical appraisal of information.

Human Anatomy

August, 2010- 2011

The course provided a comprehensive study of normal and pathological function of human movement with emphasis on the skeletal, articular, and muscular systems. The laboratory experience included the study of prosected human cadavers. Individual responsibilities involved the presentation of topics to graduate and undergraduate level students in the laboratory and lecture setting. Self-palpation, case studies and active range of motion was frequently used within the lecture to promote engagement and to check for understanding. The laboratory experience integrated goniometry, palpation, basic x-ray interpretation, specific assessment tests and muscle, bone, joint and nerve identification.

Additional Teaching Experience

Approved Clinical Instructor

August, 2008- May, 2012

Facilitate the clinical learning experience of athletic training students by stimulating critical thinking through scenarios, educative games, research and real life experience.

Lecture: Therapeutic Exercise and Rehabilitation

January, 2011

Presented an inclusive lecture on the role of proprioception in the rehabilitation process. The integration of several teaching styles enhanced the learning experience.

Lecture: Skin Pathologies and Treatment

March, 2011

A detailed lecture regarding common skin pathologies affecting the athletic population.

Westfield State University, Westfield, MA

Adjunct Professor

Supervising Sport and Fitness Programs

January, 2012- May, 2012

The intent of the course is to educate athletic training students in managerial theory, facility design, budgeting concepts and information organization. Students are required to create a functional document outlining a variety of policies, job descriptions and state regulations that may eventually impact their individual work experience. Legal and ethical considerations within sports medicine are also debated and analyzed.

RESEARCH & PUBLICATIONS

Wolfe, E.S., Ross, D.M. (2017). Is Activity-based costing a gateway for third-party reimbursement for athletic training services in Massachusetts? *Athletic Training and Sports Health Care*. DOI: <https://doi.org/10.3928/19425864-20170918-01>

Anderson, M. (2016) *Foundations of Athletic Training*; 6th edition. (2016). *Wolters Kluwer*. Created new ancillary materials and updated previous materials for the textbook. Instructor resources included presentations, exam questions, online resources, teaching strategies, quizzes and a BOC correlation chart. Student resources included study guides, worksheets, quizzes, resources and assessment materials.

Ross, D. (2012). The Influence of Teaching Evidence Based Practice on Critical Thinking in Athletic Training Students. A mixed-method design was implemented to explore how teaching evidence based practice affected critical thinking in the clinical and didactic settings. *A doctoral dissertation, Springfield College.*

Ross, D. (2011). The Effect of KinesioTape on Shoulder Joint Position Sense. Joint position sense for shoulder internal and external rotation was evaluated under taped and no tape conditions. The selected taping was intended to support the rotator cuff muscles. The researcher concluded joint position sense was not significantly improved with KinesioTape in either internal or external rotation. *A Master's Thesis, East Stroudsburg University of Pennsylvania.*

PRESENTATIONS

Teaching Professional Advocacy. National Athletic Trainers Association, Athletic Training Educators Conference, 2019. Dallas, TX.

The Hidden Curriculum and Patient Outcome. Lasell College Preceptor Workshop, 2017. Lasell College, Newton, Ma.

Leadership Panel. Athletic Trainers of Massachusetts Student Symposium, 2016. Springfield College, Springfield, Ma.

Perceptions and Experiences of Original Undergraduate Research: A Qualitative Study. New England American College of Sports Medicine, 2016. Providence, RI.

Assessment of Heat Illness; breakout presentation. Athletic Trainers of Massachusetts Spring Conference, 2015. Newton, Ma.

Assessing Critical Thinking in the Didactic Setting: Applying the Holistic Critical Thinking Scoring Rubric to Athletic Training Education. Athletic Training Educators Conference 2013. Dallas, Tx.

Keynote Speaker: Careers in Athletic Training Workshop. 2011. Springfield College, Springfield, Ma.

Prevention of youth related injury. 2008. Basketball Hall of Fame, Springfield, Ma.

CLINICAL

Lasell College, Newton, MA

August 2012- Current

Per Diem Athletic Trainer

Provided care for Lasell College Athletes as need by the full-time athletic training staff. Hired for prep,

practice and game coverage.

Springfield College, Springfield, MA
2012

August 2009- May

Graduate Assistant

Currently provide comprehensive support to athletic training room medical staff by acting as a liaison between physicians and the chiropractor treating student-athletes. Team assignments include men’s basketball, wrestling, men’s soccer and men’s gymnastics.

Club Sports Athletic Trainer

Coordinated healthcare for hockey, men and women’s rugby. Aided in creating concussion policies by working collaboratively with the student health center.

East Stroudsburg University, East Stroudsburg, PA

Graduate Assistant

August 2008- August 2009

Provided medical care for practices and games of a variety of collegiate teams. Specifically assigned to prevent, treat, and rehabilitate injuries sustained by the women’s volleyball and women’s lacrosse teams.

Coordinated Health, Bethlehem, PA

October 2008- July 2009

Athletic Trainer (Per Diem)

Provided care for local high school sporting events and Lehigh Valley OUTLAWZ professional arena football tryouts. Primarily responsible for the prevention, evaluation and treatment of acute injury.

Additional Per Diem Athletic Training

Provide health care as needed at Curry College, Mt Ida College, Newton South High School and Weston High School.

SERVICE

NATIONAL ATHLETIC TRAINERS ASSOCIATION

Athletic Trainers of Massachusetts, President

Legislative Efforts

- | | |
|--|-------------------|
| <i>NATA Legislative Grant</i> | <i>2015- 2017</i> |
| <ul style="list-style-type: none"> Prepared and secured legislative grants to support efforts in Massachusetts. Grant amounts ranged from \$13,680- \$15,000. | |
| <i>Legislative Briefing</i> | <i>2017</i> |
| <ul style="list-style-type: none"> Organized and presented at a legislative briefing in support of ATOM legislation. The briefing was attended by approximately 40 legislators and staff members. | |
| <i>Testified to Joint Committee on Education</i> | <i>2017</i> |
| <ul style="list-style-type: none"> On behalf of ATOM in Support of An Act Relative to Student Safety in Interscholastic Athletic Activities. | |
| <i>Testified to Joint Committee on Health Finance</i> | <i>2017</i> |
| <ul style="list-style-type: none"> On behalf of ATOM in Support of An Act Promoting Consumer Choice in Health Care | |

6.2

- ATOM Hit the Hill* 2016, 2015,
2014
 - Organized and executed ATOM’s annual hit the hill day
 - Presented to attendees highlighting the impact of professional involvement
- Testified to the Board of Allied Health Professionals* 2016
 - Represented ATOM during a public listening session in regards to the Rules and Regulations of Athletic Training
- Testified to the Joint Committee on Public Health* 2015
 - On behalf of ATOM in support of An Act Relative to the Practice of Athletic Training
- Provided Written Testimony and Supporting Evidence* 2015, 2017
 - In support of all filed bills for ATOM

Conference & Meeting Organization

- ATOM Young Professionals and Student Symposium* 2014- 2017
- ATOM & RIATA Annual Conference* 2014- 2018
- District 1 President’s Round Table* January, 2017
- Athletic Training Educator’s Forum* June, 2017

NATA Young Professionals Committee, Member **2017- Current**

- District 1 representative to NATA YP Committee
- NATA Joint Committee Meeting 2018
- Coordinate all District 1 State YP Representatives
- NATA Welcome to the Young Professionals Toolkit

UNIVERSITY OF SOUTHERN MAINE

- Excellence in Academic Advising Subcommittee Member
- Athletic Training Curriculum Committee Member
- Health Science Curriculum Committee Member

LASELL COLLEGE

- Faculty Governance Executive Council*
 - Vice Chair, 2014- 2016, 2017-2018
 - Lead the faculty in creating a maternity leave policy
 - Served as an advocate for competitive pay and equitable policies

6.2

Program Resource Optimization Chair

- Lead a group of 30 faculty and staff through an institutional program review
- Presented to campus community at 3 separate town hall events
- Authored a comprehensive recommendation for the institution

Faculty Representative to Board of Trustees

- Student Learning Committee

Search Committee Involvement

- Chair of the Athletic Training Faculty Search Committee
- Member of the Exercise Science Faculty Search Committee
- Member of the Exercise Science Program Director Search Committee
- Member of the Hospitality and Event Management Faculty Search Committee

Nominations Committee Member

ADDITIONAL VOLUNTEERISM

EATA Abstract Reviewer

2015-2017

- Assessed and rated abstracts for the 2017 EATA Clinical Symposium

Tufts 10k for Women

2015

- Organized and supervised a group of student volunteers to provide medical care for runners at the finish line.

Boston Marathon Medical Volunteer

2013,

2014, 2015

- Provided athletic training services to Boston Marathon runners in Medical Tent

PROFESSIONAL DEVELOPMENT

Credentials:	BOC Certified Athletic Trainer	<i>June, 2008-</i>
<i>Current</i>		
	Licensed Athletic Trainer of Maine	<i>September,</i>
<i>2018- Current</i>		
	Licensed Athletic Trainer of Massachusetts	<i>August, 2009-</i>
<i>Current</i>		
	ARC CPR/AED for the Professional Rescuer: Instructor	<i>January, 2013-</i>
<i>Current</i>	Licensed Athletic Trainer of Pennsylvania	<i>August,</i>
<i>2008- 2010</i>		
	ARC CPR/AED Professional Rescuer Certification	<i>December,</i>
<i>2004- Current</i>		

Conferences & Meetings:

• Maine Athletic Trainer’s Association Annual Meeting	<i>October, 2018</i>
• NATA Joint Committee Meeting	<i>January, 2018</i>
• National Athletic Trainers Association Annual Symposium	<i>June, 2013</i>
	<i>June, 2017</i>
	<i>June, 2018</i>
• State Leadership Forum	<i>June, 2017</i>
	<i>June, 2018</i>
• Athletic Training Educators Conference	<i>January, 2013</i>
	<i>February, 2015</i>
• Eastern Athletic Trainers Conference	<i>January, 2011</i>
	<i>January, 2012</i>
	<i>January, 2013</i>
	<i>January, 2014</i>
	<i>January, 2015</i>
	<i>January, 2016</i>
	<i>January, 2017</i>
	<i>January, 2018</i>
	<i>January, 2007</i>
• CAATE Accreditation Conference	<i>October, 2015</i>
• ATOM YP & Student Conference	<i>November,</i>
	<i>2012</i>
	<i>March, 2013</i>
	<i>March, 2014</i>
	<i>March, 2015</i>
	<i>March, 2016</i>
	<i>March, 2017</i>
	<i>November, 2017</i>
• ATOM Annual Conference	<i>May, 2013</i>
	<i>May, 2015</i>
	<i>May, 2016</i>
	<i>May, 2017</i>
Membership: National Athletic Trainer’s Association Membership	<i>Current</i>
Athletic Trainers of Massachusetts Member	<i>2006-2018</i>
Association of Governing Boards of Colleges and Universities	<i>2007</i>

HONORS & AWARDS

National Athletic Trainers Association GAC Impact Advocacy Award	<i>2018</i>
National Athletic Trainers Association Scholarship Recipient	<i>2008</i>
Athletic Training Student of the Year Springfield College	<i>2008</i>
Collegiate Sports Medicine Foundation Student Leadership Class of	<i>2007</i>

Athletic Trainers of Massachusetts Scholarship Recipient	2006
Eastern Athletic Trainers Association Scholarship Recipient	2006

Ms. Noel A. Neptune M.Ed., ATC

141 May St.
Biddeford, ME 04005
937-728-8323 (cell)
noel_neptune@yahoo.com

Education: *Hardin-Simmons University; Abilene, TX*
2002-2004

Degree: Masters of Education in Sports Recreation and Management
Emphasis in Fitness (3.9 G.P.A.)
Thesis: The Accuracy of the Baseline Evaluation for the ImPACT Test

Wilmington College of Ohio; Wilmington, OH
1998-2002 Degree: Bachelor of Science in Athletic Training (May 2002)
CAAHEP Accredited Program

Experience: *University of Southern Maine, Gorham, ME*
2015-present

- Athletic Training Program Director (2017-18 academic year)
Clinical Education Coordinator, Lecturer (2015-present)
- Assisted in the transition to a masters level AT Program
 - Completed and submitted the 2016-17 CAATE Annual Report
 - Completed and submitted the CAATE Progress Report as part of the fall 2016 accreditation site visit.
 - Assisted in preparation of the CAATE self-study report and the November 2016 site visit
 - Completed the 2017 CAATE annual report and subsequent Progress Reports
 - Assisted with the development of the Intent to Plan for the masters degree transition
 - Developed new clinical sites, including the necessary documentation and preceptor training.
 - Member of the Athletic Training Curriculum Committee
 - Member of the Health Sciences Curriculum Committee
 - Assign clinical rotations for 30+ athletic training students and visit each site
 - Faculty representative for the Athletic Training Student Association
 - Assist with Special Olympics, Kicking it to Cancer event, and Catherine's Cupboard food pantry
 - Provided CPR certification for athletic training and exercise science students
 - Search committee member for lecture in Exercise Science; Assistant Professor of Athletic Training, and Assistant Professor of Health Sciences
Chair of search committee for Assistant Professor of Athletic Training
 - Developed an online Capstone Exam to prepare seniors for the BOC exam

- Courses taught:
 - SPM 210 Clinical Athletic Training Principles I (F15, F16, F17, F18)
 - SPM 211 Protective Taping/Wrapping (F15, F16, F17, F18)
 - SPM 270 Athletic Training Clinic I (S16, S17, S18, S19)
 - SPM 302 Pharmacology for Athletic Training and Exercise Science (Su18)
 - SPM 310 Clinical Athletic Training Principles II (S17, S18, S19)
 - SPM 370 Athletic Training Clinic II (F15, F16, F17, F18)
 - SPM 371 Athletic Training Clinic III (S16, S17, S18, S19)
 - SPM 470 Athletic Training Clinic IV (F15, F16, F17, S19)
 - SPM 495 Clinical Internship (S16, Su16, S17, Su 17, S19)
 - SPM/CON 219 Lifetime Physical Fitness & Wellness (S16, Su16, Su18, W18, S19)
 - NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Care Professional (Su18)

Alderson Broaddus University, Philippi, WV

2012-2015

Clinical Education Coordinator, Assistant Professor, Athletic Trainer

- Assign clinical rotations for 20-30 athletic training students
- Added two off campus clinical sites
- Assisted with the CAATE Annual Report
- Faculty representative for the BOT committee (2013-14), The Committee on Student Affairs (2014-2015), and AED Committee (2012-2014)
- Faculty Advisor for Athletic Training Club
 - Fund raising, Color Run, ABU Triathlon, Coaches Concussion Clinic
- WVATA Quiz Bowl Committee (2014-2015)
- Faculty Advisor for ABU Quiz Bowl Team (2013-2015)
 - Won WVATA and MAATA, made it to Nationals in 2013
- Provided medical coverage for men's soccer and softball (2012-13)
- Co-instructor for a study abroad athletic training program to Ireland (2013)
- Volunteered at the 2014 and 2015 Winter Special Olympics
- West Virginia Special Olympics volunteer coordinator for winter games (2015)
- Provided CPR instruction for coaches and other ABU employees
- Responsible for monthly checks and upkeep of campus AED's (2012-2014)
- Developed and implemented the university concussion policy
- Courses taught:
 - ATHL 221 Practicum I (F13, F14)
 - ATHL 222 Practicum II (F12, F13, F14, S15)
 - ATHL 323 Practicum III (S13, S14)
 - ATHL 324 Practicum IV (F13)
 - ATHL 425 Practicum V (F14)
 - ATHL 426 Practicum VI (S14, S15)
 - ATHL 270 Sports Injury Control and Management (S14, S15)
 - ATHL 260 Upper Extremity Evaluation (S14, S15)
 - ATHL 400 General Medical Conditions (F12, F13, F14)

- ATHL 410 Test Taking Strategies for the BOC Exam (F12, S13, F13, S14, F14, S15)
- HSCI 261 Strength Training and Conditioning (F13, F14)
- PHED 315 Physiology of Exercise (F12, F13, F14)
- PHED 335 Safety Education and First Aid (S15)

Dayton Sports Medicine Institute; Centerville, OH

2007-2012

Certified Athletic Trainer

- Served as a Certified Athletic Trainer for Dayton Sports Medicine Institute with clinical outreach to Wilmington College.

Wilmington College; Wilmington, OH

- Provided primary coverage for men's soccer, cross-country, men's basketball, men's and women's indoor and outdoor track and field, and cheerleading, including all concussion baseline testing (SCAT and ImPACT) and return-to-play decisions.
- Served as an Approved Clinical Instructor for Wilmington College Athletic Training Education Program.
- Develop and implement the college's concussion policy, as well as research into the purchase of the ImPACT concussion software.
- Assist athletic training students with research projects as a secondary author.
- Schedule and evaluate medical resident students with their Wilmington College Sports Medicine rotation.
- Developed and implemented new injury evaluation, pre-participation physical forms, referral forms, new filing system for athlete physicals and dead files.
- Schedule doctors and organize and run pre-participation physicals.
- Assist with 2011 College Health Fair, and run the 2012 Health Fair, including budgeting, scheduling of vending, set up, ordering, and publicity
- Developed and served as the Camp Coordinator of the Wilmington College High School Athletic Training Workshop. (Summers of 2008-2012)
- Record all doctor and hospital visits for all student athletes for tracking purposes.
- Courses Taught:
 - HPE 130 Sports Nutrition (S08)
 - HPE 193 Emergency Care (F09, S12)
 - HPE 192 First Aid and CPR (F10, S11, F11, S12)

Millikin University; Decatur, IL

2004-2007

Head Athletic Trainer, Clinical Instructor, Assistant Professor
(July –August 2007)

Assistant Athletic Trainer, Clinical Instructor, Assistant Professor
(August 2004-July 2007)

- Provided primary coverage for men’s and women’s soccer, wrestling, and baseball, as well as assisting with other sports as needed.
- Served as an academic advisor to athletic training major students.
- Served as an Approved Clinical Instructor for 20-30 students for CAATE Accredited Education Program.
- Assisted with the development of the self-study for re-accreditation.
- Developed heat related illness and fluid replacement guidelines, lightning policy, and emergency action plans for all of the athletic venues.
- Implemented educational activities for the students such as volunteering at the Chicago Marathon, participating in the IATA Quiz Bowl, and professional presentations.
- Courses Taught:
 - ES 130 Prevention and Treatment of Athletic Injuries (F04, S05, F05, S06, F06, S07)
 - ES 140 Standard First Aid (S07)
 - ES 235 Recognition and Evaluation of Athletic Injuries II (S05, S06, S07)
 - ES 328 Health Related Fitness and Nutrition (S06, F06)
 - ES 332 Therapeutic Exercise (S05)
 - ES 341 Practicum in Athletic Training III (F04, S05, F05, F06)
 - ES 441 Practicum in Athletic Training V (F04, S05, F05, S06, F06, S07)

Central Illinois Hand Center; Decatur, IL

Summers of 2005-06

- Worked with a licensed Occupational Therapist, concentrating on wound care, post-surgical treatment, and rehabilitation with upper extremity injuries under the care of Dr. Jeffery Smith.
- Fitted patients for braces and aided in constructing splints.

Hardin-Simmons University; Abilene, TX

2002-2004 Graduate Assistant Certified Athletic Trainer

- Provide primary coverage and travel with a variety of athletic teams, including men’s and women’s soccer, baseball, volleyball, and tennis. Manage and organize student-athlete medical files and pre-participation physicals, including BESS and ImPACT testing.
- Serve as an Approved Clinical Instructor and supervise the undergraduate students enrolled in the Athletic Training/Sports Medicine major.

Grants:

- CTEL Course Design Grant \$1000 to restructure SPM 219 Lifetime Physical *Spring 2018*
Fitness and Wellness course for the EHSS Department
- CTEL Collaborative Grant with Dominique Ross and Meredith Madden \$1000 *Fall 2018*
for restructuring of the senior Capstone Exam

6.2

Certifications and Awards:

- 2015 WVATA Athletic Training Educator of the Year
- NATABOC Certified Athletic Trainer #110202104
- American Red Cross Instructor Certified: Professional Responder, Lay Responder, First Aid, AED, Blood borne Pathogens, Sports Safety, Oxygen
- Licensed Athletic Trainer in the state of Maine #AT571

Publications: “The Effects Of Lower Extremity Proprioceptive Wobble Board Training On Speed During A Soccer Agility Test”
Published in the Journal Of Athletic Training, Vol. 37, #2, Supplement June 2002
Presented at 2002 NATA in Dallas, TX in Free Communication Poster Presentations.

MEREDITH MADDEN EdD, ATC

EDUCATION

Doctor of Education

January 2014

Boston University, Boston, MA

Major: Curriculum & Teaching

Dissertation: “*Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education*”

Master of Arts

May 2009

Washington College, Chestertown, MD

Major: Psychology

Bachelor of Science

May 2007

Boston University, Boston, MA

Major: Athletic Training

TEACHING EXPERIENCE

Lecturer

September 2018-present

University of Southern Maine, Gorham, ME

- Instruct 12 credit hours per semester for the Department of Exercise, Health and Sport Sciences in the undergraduate athletic training and exercise science programs
- Collaborate with AT faculty on the Masters in Athletic Training degree transition and curriculum development
- Advise approximately 20 undergraduate students in the Department of Exercise, Health, and Sport Sciences
- Developed hybrid course delivery for *SPM216: Emergency Medical Response*

Courses Taught:

- *SPM216: Emergency Medical Response (Fall & Spring offerings)*
- *SPM219: Lifetime Physical Fitness and Wellness (Fall & Spring offerings)*
- *SPM381: Kinesiology*
- *SPM410: Athletic Training Principles III*

- *SPM480: Organization and Administration*

Clinical Assistant Professor and Clinical Education Coordinator

August

2016 – July 2018

Salisbury University, Salisbury, MD

- Experience in CAATE accreditation process for degree change from Bachelors to Masters of Science in Athletic Training (MSAT)
- Assisted in completion of CAATE Annual Report
- Contributed to development of new courses for Masters curriculum, including *ATTR600: A Comprehensive Approach to Health*, which focused on interprofessional practice and multicultural health perspectives
- Hosted and attended multiple recruitment sessions for MSAT at various Maryland universities and MARC-ACSM conference
- Coordinated MSAT program marketing efforts

Clinical Education Coordinator

- Determine and supervise clinical experience assignments for graduate students.
- Coordinated affiliation agreements for 20 new clinical sites for 2nd year graduate students across Maryland and DC.
- Develop and implement preceptor training modules for new and continuing preceptors that focus on adult learning theories, conflict resolution, and curriculum and programmatic changes.
- Designed on-line Preceptor Community site to enhance communication with and among local and remote preceptors

Courses Taught:

- *ATTR210: Foundations of Athletic Training*
- *ATTR479: Athletic Training Practicum*
- *ATTR501: Injury/Illness Prevention*
- *ATTR505: Risk Management Strategies*
- *ATTR555: Pathology and Assessment*
- *ATTR600: A Comprehensive Approach to Health*
 - *Psychosocial recognition and referral module, and practicum supervision*
- *ATTR605: Therapeutic Interventions*
- *ATTR655: Administration and Professional Development*
- *EXSC213: Injury Prevention and Emergency Management*

Adjunct Instructor

September

2014 – May 2016

Lasell College, Newton, MA

Courses Taught:

- *AT101/EXSC101: Essentials of Musculoskeletal Anatomy (Fall & Spring offerings)*
- *AT203/205: Clinical Athletic Training I*
- *AT204/206: Clinical Athletic Training II*

6.2

RELATED TEACHING EXPERIENCE

Approved Clinical Preceptor

September

2009-May 2016

Guided clinical experiences as primary preceptor for 26 undergraduate athletic training students from Boston University to enhance critical thinking, decision-making, and professional behaviors in real athletic training situations. Supervised and mentored 6 Lasell College and Bridgewater State University athletic training students during clinical experiences with Boston College football as a secondary preceptor.

Invited Lectures

2008-present

Presented lectures on various sports medicine topics to coaches, administration, athletes, and community health care providers at Washington College, Chelsea High School, and Mass General Hospital Pediatrics in Chelsea, MA. Presented on the profession of Athletic Training to undergraduate Exercise Science and Community Health students at Salisbury University in Salisbury, MD.

- ◇ *Athletic Training Profession (HLTH300)*
2017-2018
- ◇ *Concussion Awareness and Cognitive Rest*
Spring 2013
- ◇ *Concussions and Cognitive Rest Accommodations: an update*
Spring 2012
- ◇ *Sports Concussion Policy at Chelsea High School*
Winter 2011
- ◇ *Concussions and Cognitive Rest Accommodation Guidelines*
Fall 2012

- ◇ *Concussion Awareness and Cognitive Rest*
Fall 2012
- ◇ *Sports Concussion Policy for student handbook*
Winter 2011
- ◇ *Concussion Legislation and Policy*
Fall 2011
- ◇ *Concussion Awareness for the Student-Athlete*
Fall 2011
- ◇ *Concussion Education for Coaches with Dr. Kevin Heaton*
Fall 2011
- ◇ *Nutrition for the Female Athlete (basketball and track)*
2010-2011
- ◇ *Concussion Awareness with Dr. Matthew Pecci*
Fall 2010
- ◇ *Common Sports Injuries in High Schools with Dr. Arturo Aguilar*
Spring 2010
- ◇ *Basic Sports Injuries and Management for Coaches*
Spring 2010
- ◇ *Sport Safety for Coaches (Kent County, MD)*
Summer 2008

CLINICAL EXPERIENCE

Athletic Trainer

2013-2016

Boston College, Chestnut Hill, MA

Provided athletic training services primarily for Division I ACC women's field hockey and men's football, and assisted in women's rowing coverage. In 2013, coordinated sports medicine coverage and supplies as host athletic trainer for ACC Field Hockey tournament. Administrative and other responsibilities include reviewing and updating emergency action plans and policies, and assisting with inventory for two athletic training clinics.

Athletic Trainer

2013-2015

Boston Militia Semi-Professional Women's Tackle Football, Somerville, MA

Provided sports medicine coverage from December to August for women's full contact football practices 1-2 days per week as well as weekly home and away competitions. Primarily

responsible for the prevention, evaluation and treatment of acute injuries, but also act as a liaison for follow-up medical and rehabilitative care.

Head Athletic Trainer

2009- 2013

Chelsea High School, Chelsea, MA

As part of the outreach program through Boston University, provided care for 12 varsity and junior varsity sports teams. Supervised and coordinated pre-participation exams twice a year for all middle and high school student-athletes. Administrative responsibilities included creating policies for emergency action plans, and concussion academic and athletic protocols. Implemented CORE-AT, an electronic medical records software program with integrated outcome measures. Established professional relationships with school-based community health center (MGH Chelsea), Chelsea High School administration and guidance counselor department.

Athletic Trainer (Volunteer)

2010-2011

Get Ready Summer: Strength and Conditioning Camp, Boston, MA

Helped guide inner city student-athletes through an 8 week strength and conditioning program based on character development principles

Assistant Athletic Trainer

2007- 2009

Washington College, Chestertown, MD

Provided sports medicine coverage primarily for men’s soccer, women’s basketball, and baseball, and assisted with coverage for all 17 varsity and club sports. Additionally, provided outreach athletic training services for Kent County High School home competitions for varsity and junior varsity football, boy’s and girls’ basketball, wrestling, and lacrosse.

Athletic Trainer (Per Diem)

2007-present

Provided athletic training coverage for various events for collegiate athletes at Boston University; Boston College, including track and field/cross country, tennis, softball, baseball, and women’s lacrosse; for high school athletes at Buckingham, Brown & Nichols school (MA); and Wicomico County (MD) sponsored high school and youth sports events and tournaments, including basketball and wrestling. Additionally provide athletic training and first aid services for day and overnight summer camps for a variety of sports at various institutions, including Boston College, Boston University, and Washington College.

SCHOLARSHIP

Madden, M., Dodge, T., Benes, S., McCarthy, J., Laursen, R. (January 2014). *Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and*

state mandated concussion education (Unpublished doctoral dissertation). Boston University, School of Education. Boston, MA.

- ◇ This research was conducted for a doctoral dissertation. It is a mixed-methods design that explores the knowledge, attitudes, and behaviors of Massachusetts' high school coaches regarding sports-related concussions and concussion legislation. This study was done to provide a foundation for further research on the subject and to design more effective education delivery methods.

Poster Presentations:

Walter, J, East, M, Brown, V, **Madden, M.** (2018, November) *Perceptions, Knowledge, and Attitudes of Inter-professional Education and Collaboration*. Poster presented at the ACSM Mid-Atlantic Regional Conference, Harrisburg, PA.

Interdisciplinary Faculty Learning Community, College of Health and Human Services. (2018, February) *Interprofessional Education Abounds*. Poster presented at Teaching and Learning Conference at Salisbury University, Salisbury, MD.

- ◇ One of three primary authors on design and content for poster

Madden, M, Dodge, T, Benes, S, McCarthy, J, Laursen, R. (2015, June) *Knowing isn't Always Doing: High School Coaches' Knowledge Regarding Sports-Related Concussions*. Poster presented at the National Athletic Trainers' Association Clinical Symposia, St. Louis, MO.

Madden, M, McCarthy, J. (2011, May). *Raising Awareness: Sports Concussions and Coaches*. Poster presented at the Psychology of Coaching Teams Conference, Boston, MA.

Publications:

Madden, M, Walter, J, Dodge, T. Examining high school coaches' knowledge of sports-related concussions and mandated concussion education [In review]

Madden, M, Benes, S, Poloskey, L. Examining high school coaches' attitudes and perceptions of sports-related concussions and mandated concussion education [In review]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 1: Use in clinical practice. *Athletic Therapy Today*, 13(5). [Invited]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 2: How to read and interpret a CAT. *Athletic Therapy Today*, 13(5).
[Invited]

Student Presentations (faculty mentor):

Stretz, D. (2018, April). Comparison of the likelihood of head injuries in the combative sports of Mixed Martial Arts and boxing. Oral presentation at Salisbury University Student Research Conference. Salisbury, MD.

6.2

GRANTS AND OUTSIDE FUNDING

Digital Learning Innovation Grant

October 2018

Received \$1,000.00 from University of Southern Maine Center for Technology Enhanced Learning to enhance SPM216 and improve student experience and outcomes by redesigning the course to be delivered in a blended format.

SeaGull Century Allocation Request

December 2017

Received \$1,000.00 from Salisbury University Foundation to defer costs of fitness “field day” with clients from Dove Pointe, a non-profit agency that provides services for adults with disabilities

ATOM/Collins Sports Medicine High School Athletic Training grant

January 2011

Received \$1,000.00 for medical and rehabilitation supplies

SERVICE AND LEADERSHIP

Athletic Training Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the athletic training curriculum committee to discuss curriculum changes, revisions, substitutions for the athletic training education program

Health Sciences Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the health sciences curriculum committee to discuss curriculum changes, revisions, substitutions for the health sciences major

Peer reviewer

August 2018

Acted as a peer reviewer for the Athletic Training Education Journal

Wellness Field Day

Spring 2018

Salisbury, MD

Developed and coordinated “field day” event with Dove Pointe, a community agency that serves clients with various disabilities. The purpose of this event was to expose Salisbury University members to diverse patient populations to improve communication and cultural competence and to promote physical activity in the community. Preparation of event included multiple visits to Dove Pointe with students to develop communication and cultural competence skills.

Interdisciplinary Faculty Learning Community

2017-2018

Salisbury University, Salisbury, MD

Faculty representative for athletic training on faculty committee that addresses interprofessional student and faculty activities and curriculum development for the new College of Health and Human

Services at the University. Served as secretary for the group in 2017.

Career Skills Workshop volunteer (via Young Professionals Committee)

2017, 2018

Mid-Atlantic Athletic Trainers’ Association, Virginia Beach, VA

Participated in Career Skills workshop for student athletic trainers at MAATA annual symposium. Provided feedback on student resumes, and led discussion and answered student questions regarding a variety of aspects of the athletic training profession and career skills.

Medical Services – coordinator and volunteer

2016 - 2018

Provide athletic training and first aid services for large-scale community and charity events:

- Maine Special Olympics: soccer tournament hosted by Maine Special Olympics.
- SeaGull Century: a 100-mile cycling race with over 1,000 participants. In 2017, assisted in the administrative tasks and organization of medical services.

- Tim Kennard 5k: a charity 5k and 10-mile road race.
- Maryland Special Olympics: state soccer tournament hosted by the Eastern Shore division of Maryland Special Olympics. In 2017, served as medical liaison/director for Maryland Special Olympics state soccer tournament.
- Salisbury Marathon: 5k/half-marathon/marathon road race with about 1,000 participants. Collaborated with local hospital to provide medical services. Served as the Athletic Training supervisor for AT certified and student volunteers.

Eastern Shore Collaborative for Interprofessional Education (ESCIPE)

2016-2018

Salisbury University, Salisbury, MD

Representative for EXSC/ATTR programs in developing IPE opportunities for students and faculty.

Elected Salisbury University Chair in Fall 2017.

Athletics Committee – University level

2016-2018

Salisbury University, Salisbury, MD

Faculty representative on Athletics Committee to address NCAA by-laws and eligibility issues.

Visions Committee – Department level

2016-2018

Salisbury University, Salisbury, MD

Discussed topics and issues that impact the HSS department to develop strategies and action plans.

Social Committee – Chair – Department Level

2016-2018

Salisbury University, Salisbury, MD

Established a social committee for the Health and Sport Sciences department. Hosted weekly gatherings for interested faculty and staff as well as departmental celebrations (i.e. end of semester, retirements, baby showers) in order to foster collegiality, help socialize new faculty, and show appreciation of department members.

Athletic Training advocacy

2013,

2014, 2017, 2018

Boston, MA and Washington, D.C.

Attended state and national level lobbying efforts for the athletic training profession.

Athletic Training Professions Panels (various)

2011-2013, 2017

Springfield College, Springfield, MA and Salisbury University, Salisbury, MD

Sat on various panels for high school, and undergraduate students interested in pursuing a career in athletic training as well as providing an athletic training perspective on interprofessional panels.

Sigma Kappa Sorority advisor

2010-2012

Boston University, Boston, MA

Advisor to executive board for Delta Chapter of Sigma Kappa sorority at Boston University.

Student Athlete Mentor staff advisor

2008-2009

Washington College, Chestertown, MD

Supervised collegiate athletes' community service hours, including "field day" program with local elementary school

MEMBERSHIPS AND CERTIFICATIONS

Maine Licensed Athletic Trainer (#AT731)

2018-present

American Red Cross Emergency Medical Response Instructor

2018-present

American Red Cross BLS for the Healthcare Professional Instructor

2018-present

American Red Cross CPR/AED for Professional Rescuer Instructor

2018-present

Stepping On: Fall Prevention Leader

2018-present

Maryland Licensed Athletic Trainer (#A0000847)

2016-present

American Heart Association BLS Instructor

2016-present

BLS for the Healthcare Provider

2016-present

Pi Lambda Theta Honors Society

Inducted 2010

- National Provider Identification (#1881826048)
2009-present
- Massachusetts Licensed Athletic Trainer (#1996-AT)
2009-present
- Board of Certification (#070702696)
2007-present
- National Athletic Trainers' Association member (#27815)
2005-present
- CPR and AED for the Professional Rescuer
2004-2016

PROFESSIONAL DEVELOPMENT

National level

- National Athletic Trainers Association (NATA) Clinical Symposia 2013, 2014, 2015, 2016, 2018
- Athletic Training Educators' Conference
2017

Regional level

- Mid-Atlantic Athletic Trainer's Symposium
2017, 2018
- Eastern Athletic Trainers' Association
2012, 2019

University level

- Salisbury University Safe Space workshop
December 2017
- Peer-to-Peer: Women's Leadership Circle Faculty Learning Community (monthly)
2017- 2018
- Writing Across Campus advanced faculty seminar (8 sessions)
Fall 2017
- Writing Across Campus faculty seminar (8 sessions)
Spring 2017
- Salisbury University Faculty Development Day
2016, 2017
- Soaring with Online Learning Program (5 week seminar)
Spring 2017

- Salisbury University New Faculty Orientations (5 meeting series)
Fall 2016
- Salisbury University Preceptor Training Workshop
August 2016
- Lasell College Adjunct Faculty workshops (5 lecture series)
Fall 2014
- Boston University Preceptor Workshop
2011, 2012, 2013

2010,

Community level

- Narcan/Naloxone training workshop
June 2018
- Health Equity Summit, University of Maryland: Eastern Shore
April 2018
- Peninsula Orthopedics Associates CEU events:
 - 2018: “Stop the Bleed” workshop
 - 2017: Acupuncture for Athletes; Opioid and Substance Use
 - 2016: Dermatological Conditions

Other

- NEXUS Webinar Fundamentals of IPECP
Spring 2018
- CDC “Head’s Up” Concussion training
August 2011

DOMINIQUE M ROSS

402 Centerline Rd, Presque Isle, ME 04769 | (904) 412-6083 | aaron.p.marston@maine.edu

EDUCATION

Marshall University, Huntington, WV
M.S. in Health and Physical Education 2003
 Concentrations in Athletic Training and Exercise Science

University of Maine at Presque Isle, Presque Isle, ME
B.S. in Health and Physical Education 1997
 Concentration in Athletic Training

Minor in Fitness and Wellness

AWARDS

Distinguished Teaching Award 2015---2016
 Innovative Teaching Fellow 2014 – 2015

TEACHING EXPERIENCE

University of Maine at Presque Isle, Presque Isle, ME
Clinical Coordinator of Athletic Training

Fall

Advanced Assessment and Lab
Biomechanics
Therapeutic Modalities
Therapeutic Interventions I (directed study)

Summer

Intro to Athletic Training (directed study)
Athletic Training Clinical I (directed study)

Spring

Lower Extremity Evaluation and Lab
Structural Kinesiology (2 sections)
Therapeutic Interventions II
Athletic Training Clinical II
Science of Strength and Conditioning (co-taught)
Strength and Conditioning (directed study)

2017-1018

Fall

Upper Extremity Evaluation and Lab
Biomechanics
Therapeutic Interventions I

Spring

Lower Extremity Evaluation and Lab
Structural Kinesiology
Therapeutic Interventions II
Athletic Training Clinical II
Science of Strength and Conditioning

2016-2017

Instructor of Athletic Training

Fall

Techniques of Athletic Training
Upper Extremity Evaluation and Lab
Biomechanics

Therapeutic Interventions I

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Interventions II

2015-2016

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

Instructor of Athletic Training

Fall

Techniques of Athletic Training

Upper Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation and Lab

Science of Strength and Conditioning

2014-2015

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

Adjunct Instructor

Fall

Techniques of Athletic Training

Lower Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation

Science of Strength and Conditioning

2013-2014

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

Adjunct Instructor

Fall

Motor Learning

Upper Extremity Evaluation and Lab

Therapeutic Modalities

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Science of Strength and Conditioning

2012-2013

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

RELATED EXPERIENCE

Founder and Owner

03/14-Present

Next Level Training, Presque Isle, ME

- Designed and developed a new sports training and adult fitness facility

-
- Conduct regular classes for all ages and abilities for members of the Presque Isle community
 - Regular guest on WAGM TV's "FitSource Friday's"

Consultant

06/12-08/14

NMCC, Presque Isle, ME

Kinetix Sports Performance, Valdosta, GA

SET Sports Performance, Jacksonville, FL

The HIT Center, Jacksonville, FL

Executive Director

04/03-06/12

The High Intensity Training Center, Jacksonville, FL

Clinical Athletic Training

- Developed ACL screening and prevention program in partnership with the University of North Florida
- Created and implemented a functional movement screening process complete with a corrective exercise prescription to prevent injury and address prior imbalances
- Provided superior and expedient results to injured athletes at all stages of the healing process to safely return them to competition at the highest level
- Worked closely with Heartland Physical Therapy, our in house physical therapy provider to safely assess and progress all rehabilitating clientele
- Instituted Impact Testing on site for concussion assessment and worked with medical director on return to play decisions
- Evaluation and documentation of sports therapy cases, daily taping and bracing of athletes, writing and developing protocols, emergency action planning

Education and Mentoring

- Site supervisor for athletic training, exercise physiology, strength and conditioning and sports management interns from local and regional universities. (12-15 interns annually)
- Guest lecturer at the University of North Florida, Jacksonville University, Heritage Institute, Jacksonville Sports Medicine Program, City of Jacksonville, Police and Fire
- Developed staff education initiative by teaching weekly educational in-services and getting over 90% of the staff nationally certified
- Developed educational outreach initiative to scholastic coaches locally to impart proper warm up, injury prevention and performance enhancement into their athletic programs
- Mentor ATCs, strength coaches and exercise physiologists daily

Strength and Performance

- Over 100 athletes trained for the National Football League and Major League Baseball
- Developed a multiple level progressive athletic performance program and use it to prepare hundreds of athletes annually for their next level of competition
- Perform advanced athletic ability assessments and physiological testing and interpret the data to determine optimal course of action
- Educate athletes on sports nutrition for proper weight gain, weight loss and performance enhancement
- Provide the vision and direction for a world class Olympic training center

Administration and Management

- Responsible for all aspects of personnel management including determining position needs, hiring, training and development, evaluation and promotion, and firing
- Create and work within a million dollar annual budget, reporting to ownership monthly, quarterly and annually
- Establish the vision, strategy and direction for the company

- Oversaw entire rebranding project including marketing plan, pricing strategy, incentive and referral plans, social media and website
- Identified weaknesses in processes and developed systems to efficiently handle a large volume of traffic with exceptional results and customer service

Partnerships and Outreach

- City of Jacksonville – Health Intervention Program, Police and Fire Cardiopulmonary Screening, Fit for Duty assessments
- Heartland Rehabilitation – established partnership and lease agreement
- Jacksonville Sports Medicine Program – Member, site host, and presenter
- Health Source Magazine – Advisory Board and contributor
- Executive Advantage Magazine – Advisory Board and contributor
- University of North Florida and Jacksonville University – Guest Lecturer and Internship site supervisor

Graduate Assistant Athletic Trainer 2001-2003
 Marshall University, Huntington, WV

- Primary athletic trainer for men’s soccer
- Speed, agility and conditioning coach for men’s soccer
- Responsible for clinical education and supervision of 2-3 students

Director- The Health and Wellness Center 1998-2001
 County Physical Therapy, Presque Isle, ME

- Designed and equipped a 10,000 square foot modern health and wellness center
- Developed and implemented all facets of staff, program and facility operations
- Established performance enhancement camps for area high school sports teams
- Conducted orientation meetings, assigned duties and evaluated performance of employees

Clinical Instructor/Assistant ATC 1999-2001
 University of Maine at Presque Isle, Presque Isle, ME

- Instructed student athletic trainers on evaluation, recognition and appropriate treatment of athletic injuries
- Evaluated and critiqued the progress and abilities of student athletic trainers
- Evaluated, treated, managed, rehabilitated and prevented athletic injuries and illnesses

PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS

Approved Clinical Instructor	
NATABOC Certified Athletic Trainer	#079802490
NSCA Certified Strength and Conditioning Specialist	#999805
National Athletic Trainers Association	#975244
National Strength and Conditioning Association	#98-05-15-001
First Aid/CPR Certified - American Red Cross	
NATA Member	
MATA Member	

APPENDIX F: PIF INVITATION FOR FULL PROPOSAL



Vice Chancellor for Academic Affairs
16 Sebasticus Drive
Orono, ME 04469
Tel: 207-581-5842
Fax: 207-581-9212
www.maine.edu

December 14, 2018
Dr. Dominique Ross
University of Southern Maine
43 Campus Ave.
Gorham, ME 04038

Dear Dr. Ross,

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Thank you for your submission, "USM, UMPI, and UMaine Collaborative Athletic Training Graduate Program," to this year's Program Innovation Fund request for pre-proposals. I am very pleased to inform you that the Chief Academic Affairs Council (CAOC) has recommended that you be invited to submit a full proposal for consideration. Congratulations! We received twenty pre-proposals in the first round, and are requesting full proposals from fifteen of them. The CAOC is particularly interested in seeing a full proposal from your group.

Please see the proposal guidelines, scoring rubric, and application form for details about how to develop and submit your proposal. The due date is March 11, 2019, so please plan accordingly. With just \$500,000 in the fund to share among all successful proposals, please consider ways to modify your budget. The CAOC also recommends the following:

- The proposed budget seems excessive since much of the work for the project is already underway, so please provide a detailed explanation for how the funds will be used, and include a timeline for expenditures for the next academic year;
- Since this proposal is emerging from a collaboration already in place, please make sure it is a joint proposal presented with appropriate partners from all three institutions; and
- Please make sure you follow the criteria in your full proposal and consider ways this program will address adult attainment.

Congratulations, again, and I look forward to seeing your expanded proposal.

Best wishes,

Kay Kimball,
Deputy Vice Chancellor for Academic Affairs
University of Maine System

6.2

APPENDIX II: APPLICATION FORM

UMS Collaborative Program Support Fund

1. **Proposed Program Title** Collaborative Master of Science in Athletic Training

2. **Amount Requested:** \$ 133,768.00

3. **Primary Applicant -**
Name: Dominique Ross, PhD, LAT, ATC



Position Title: Assistant Professor, Athletic Training Program
 Director

Campus Address: 37 College Ave, Gorham, Maine, 04038

Contact Number: 207-780-5659 **Email:** Dominique.Ross@Maine.edu

Signature/Date: *Dominique M. Ross 3/6/2019*

4. Co-Applicant(s) Information					
	Name	Email	Academic or Admin. Office(s)	Role in Proposed Work or Program	Initials
1.	Barbara Blackstone, MS, ATC	Barbara.Blackstone@maine.edu	Dean, College of Professional Programs; Director of Athletic Training Education University of Maine at Presque Isle	Workgroup Member	BB
2.	Brian Toy, PhD, ATC	Brian.Toy@maine.edu	Interim Dean of Lewiston-Auburn College	Workgroup Member	BT
3.	Noel Neptune, MEd, ATC	Noel.Neptune@maine.edu	Athletic Training Coordinator of Clinical Education, USM	Workgroup Member	NN

4.	Meredith Madden, EdD, ATC	<u>Meredith.Madden@maine.edu</u>	Athletic Training Lecturer, USM	Workgroup Member	
5.	Aaron P. Marston, MS, ATC	<u>Aaron.p.marston@maine.edu</u>	Athletic Training Coordinator of Clinical Education, UMPI	Workgroup Member	

6.2

NOTE: Each co-applicant must initial to certify their commitment to the proposal content. If more than five co-applicants are participating, please duplicate this table as needed with the remaining individuals included.

5. Required Signatures:

Department/School Chair or Director: 

Date: 3/7/19

College Dean: Jay D Gule

Date: 3/11/2019

Additional Signatures as needed: _____

6. Attach Proposal Narrative: In 12 pages or less, address the proposal elements as outlined in Section II of the guidelines, including the requested budget and any information regarding other sources of matching funds.

Program Innovation Fund Application

Master of Science in Athletic Training

6.2

PROPOSED PROGRAM DESCRIPTION

The purpose of this proposal is to present a collaborative Master of Science in Athletic Training (MSAT) Program offered through the University of Southern Maine (USM) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). Currently, the University of Maine System has 3 accredited undergraduate Athletic Training Programs. In 2015, The Commission on Accreditation of Athletic Training Education (CAATE) mandated that all professional programs must result in the granting of a master's degree by the end of academic year 2022. For the University of Maine System to continue to offer athletic training education, the current undergraduate level programs must transition to the graduate level and align with the 2020 Standards for Accreditation of Professional Athletic Training Programs

The University of Southern Maine and the University of Maine at Presque Isle have been working collaboratively since September, 2018 to design a graduate program that is low residency, geographically accessible and results in Board of Certification eligibility. This MSAT will be the first athletic training program in the state with distance learning opportunities. This proposal will address how the MSAT; will support a workforce need in Maine, expand adult attainment, develop credentials of value, be feasible and expedient, be collaborative and grow graduate enrollment.

WORKFORCE NEED

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the Bureau's definition of average growth rate (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

Regionally, from 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations. ([https://www.maine.gov/labor/cwri/publications/pdf/Maine Workforce Outlook 2012 to 2022.pdf](https://www.maine.gov/labor/cwri/publications/pdf/Maine%20Workforce%20Outlook%202012%20to%202022.pdf), accessed 1/30/2019).

EXPAND ADULT ATTAINMENT

The Collaborative MSAT has a unique design, rooted in contemporary pedagogy with the desire to meet the needs of a diverse demographic. The first year of the MSAT will be hybrid in nature, combining online lectures with face-to-face labs. In addition, students will begin athletic training clinical experiences located in northern or southern Maine. This portion of the program will be geographically accessible by creating learning opportunities at USM and UMPI. Limited required time on-campus will reduce the frequency of travel for commuting students.

The second year of the MSAT will combine online education with immersive clinical experiences. This portion of the program will have no face-to-face didactic or laboratory components. Students will have the opportunity to complete the immersive clinical experiences anywhere in Maine or across the US. Online courses will be asynchronous to accommodate varying schedules. Although this program does not have a part-time option, we feel that the hybrid nature and geographical accessibility provides adult learners additional flexibility when compared to a traditional graduate Athletic Training Program.

DEVELOP CREDENTIALS OF VALUE

Athletic Trainers (ATs) are healthcare professionals who provide care to patients under the guidance of a physician. ATs specialize in injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions (www.bocatc.org, 2019). To practice as an athletic trainer in the State of Maine, one must possess the ATC credential and obtain licensure from the Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. To attain an ATC credential, a student must graduate from a CAATE accredited athletic training program and pass the *Board of Certification (BOC)* athletic training certification exam. Students who successfully complete the MSAT program will qualify as a candidate for the BOC certification exam. Currently, athletic trainers are found in the state of Maine in the secondary school, college & university, clinical and industrial settings.

FEASIBILITY AND TIMELINE

The collaborative MSAT was granted permission to bypass the *Intent to Plan* and is currently undergoing the full program review process. We intend to launch the MSAT in the summer of 2020 at both USM and UMPI. As noted under "Faculty and Personnel", many of the required faculty already exist in the UMaine System and are prepared to support the transition to the MSAT. As illustrated in the timeline below, there will be a three year overlap during the teach-out phase of the undergraduate program and the launch of the graduate program.

The proposed program is highly feasible as it is simply transitioning existing athletic training programs from the undergraduate to graduate level. Both USM and UMPI currently have accredited undergraduate level programs with the necessary equipment, personnel and clinical affiliations. USM is proposing to move the Athletic

Training Program from the Gorham Campus to the Portland Campus to support interprofessional education with Nursing and provide a commuter friendly location for graduate students. This move will have associated costs, but will provide the infrastructure and location to remain competitive in the graduate education market.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UG CLASS OF 2023	FINAL UG COHORT BEGINS	UG YEAR 2	UG YEAR 3	FINAL UG COHORT GRADUATES	
GRAD CLASS OF 2022		1ST GRAD COHORT BEGINS	FIRST GRAD COHORT GRADUATES		
GRAD CLASS OF 2023			2ND GRAD COHORT BEGINS	2ND GRAD COHORT GRADUATES	
GRAD CLASS OF 2024				3RD GRAD COHORT BEGINS	3RD GRAD COHORT GRADUATES
NOTES	4 UG COHORTS	3 UG COHORTS, 1 GRADUATE COHORT	2 UG COHORTS, 2 GRADUATE COHORTS	1 UG COHORT, 2 GRADUATE COHORTS	2 GRADUATE COHORTS (INCLUDES GRAD 4)

Timeline by academic year and cohorts in the Program. Illustrates the overlap of UG and Grad cohorts.

COLLABORATION AND STATEWIDE IMPACT

The Master of Science in Athletic Training is the first collaborative athletic training program in the state and the first of its kind in the country. Our distance learning model allows for students to access this program from the northern and southernmost aspects of Maine. In addition, our curriculum was designed to enhance the student experience by emphasizing the complementary strengths of USM and UMPI. Faculty on both campuses will teach within their areas of expertise through synchronous and asynchronous online delivery. In addition, students on both campuses will have the opportunity to experience high fidelity simulation to learn AT specific skills. Faculty developing the MSAT also considered various pathways to enter the program. Students from USM and UMPI will have access to the necessary prerequisites to be considered for admission upon completing an undergraduate degree. In addition, both Universities are in the process of establishing a 3+2 option to support an accelerated graduate pathway. This collaborative model is fiscally responsible for both the UMaine System and Maine students.

As health care providers, athletic trainers serve the state in various workplace settings including high school and college athletics, industrial and occupational health settings, professional sports and clinical settings. Our students will have clinical rotations in a variety of locations to prepare them to meet the needs of their local communities. In addition, the profession is steadily expanding into non-sport settings, demonstrating a reduction in time-loss, worker’s compensation claims and a high return-on-investment. Companies employing athletic trainers have reported more than a 50% decrease in costs associated with workplace injuries (<https://www.atyourownrisk.org/employers/>). The impact of athletic trainers in the state of Maine can reach far beyond athletics and are found in the clinical and industrial settings. Noting the projected job growth of athletic training both in the state and national, it is reasonable to conclude that an academic program providing a workforce would have a positive impact on the state.

ENROLLMENT PROJECTIONS

The USM athletic training program will be simultaneously teaching-out the undergraduate level athletic training program and matriculating graduate level students. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, at the time serving as USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

UG Enrollment Projections

Academic Year	Students Graduating	Attrition*	Total UG Enrollment	
2019-2020			80	4 UG cohorts
2020-21	13	12	55	3 UG cohorts
2021-22	13	12	30	2 UG cohorts
2022-23	13	4	13	final UG cohort

*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total AT Program Enrollment Projection (Grad and UG)

	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2020-21	55	10	10	65
2021-22	30	14	24	54
2022-23	13	18	32	45
2023-24	0	20	38	38
2024-25	0	20	40	40

CURRICULUM OVERVIEW
Prerequisites and Entry into the Program

Program prerequisite courses were established to ensure foundational knowledge upon entry into the program and to align with the CAATE 2020 Standards.

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)
- Psychology- 1 semester (minimum 3 credits)
- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

Program Entry

The MSAT program has two proposed methods of entry:

- 3+2 accelerated pathway
 - Students from USM and UMPI who complete prerequisite courses may apply to the MSAT in the fall of their junior year. Upon acceptance to the MSAT, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students to complete the accelerated pathway.
- Traditional graduate admittance
 - Students with the recommended prerequisites could apply to the MSAT program after completing an undergraduate degree.

Program Offerings

As a new graduate level program, faculty of USM and UMPI have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, laboratory experiences, and clinical education and experiences. The graduate program totals 64 credit hours for completion. New course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)
- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)
- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr.)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr.)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

Additionally, the Athletic Training faculty are exploring interprofessional education opportunities with Nursing and Occupational Therapy.

Research & Evidence Based Practice

Students in the MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research and evidence based practice requirement.

Clinical Experience

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM and UMPI have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education. In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

FACULTY AND PERSONNEL
University of Southern Maine

Core Athletic Training Faculty

Dominique M. Ross, PhD, ATC
Noel Neptune, MEd, ATC
Meredith Madden, EdD, ATC*

Associated Faculty

Brian Toy, PhD, ATC
Chris Scott, PhD
Jeff Murphy, PhD
Shay Daily, PhD
Jay Graves, PhD

*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2018-2019.

University of Maine at Presque Isle

Barbara Blackstone, MS, ATC
Aaron Marston, MS, ATC

At the launch of the graduate program, there will be three years in which the program has both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, CAATE 2020 Standards). To support this transition and the health of the graduate program, we request an additional tenure-track faculty line. We envision that the fixed-length position may dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at UMPI. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director. Therefore, we request the following faculty and administrative personnel to support the transition and new multi-campus graduate program.

USM Faculty:

- Existing positions
 - Program Director: Full-Time Tenure Track
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
- New positions
 - Faculty: Full-Time Lecturer (Fall 2019- Spring 2023 to support teach-out)
 - Faculty: Full-Time Tenure Track
 - Site Coordinator at University of Maine at Presque Isle: Full- Time Clinical Lecturer

Administrative Support:

- New positions
 - Administrative Assistant: Full time, Portland Campus

PROGRAM ASSESSMENT

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. The timing of the analysis will align with the first graduate cohort, academic year 2020. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, the program will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Director will collaborate with the Dean and Provost to maintain compliance.

BUDGET

Currently, USM and UMPI have accredited undergraduate athletic training programs with space and equipment to support traditional face-to-face education. Therefore, many of the necessary therapeutic modalities and educational equipment needed to maintain accreditation have already been purchased. Research equipment, technology and space renovations will be needed as we transform the program into a distance learning model with opportunities for learning and scholarship at the USM Portland campus. The following equipment and educational requests are intended to support the transition to a high quality distance learning program.

Equipment & Educational Requests	Cost
Taping Station	\$ 6,000.00
Treatment Tables	\$ 24,000.00
Classroom Furniture	\$ 7,000.00
Whirlpool	\$ 6,600.00
Rolling Stools	\$ 2,000.00
Ice Machine	\$ 6,200.00
High-low adjustable tables	\$ 6,000.00
Treadmill	\$ 5,500.00
Plyobox Set	\$ 400.00
Skeletons	\$ 2,600.00
PolyCom	\$ 67,468.00
Total	\$ 133,768.00

Technology:

The distance learning model will incorporate face-to-face didactic and laboratory experiences, synchronous and asynchronous online learning and clinical education. To effectively deliver synchronous lectures and laboratory experiences, classrooms must be equipped with contemporary technology. Cameras used to broadcast live images of the instructor lecturing, facilitating activities and demonstrating discrete skills will be critical to support students off-site. The athletic training classroom space will also need to be equipped with microphones and screens to ensure that regardless of location, students will have the opportunity to actively engage in the lesson. Our technology request is grounded in conversations with PolyCom to support classroom technology at USM and UMPI.

Space Renovation:

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. Relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to engage in scholarship.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. The allocated space in Portland requires educational laboratory equipment including: taping and treatment tables, rolling stools, classroom tables and chairs, a whirlpool, ice machine, high-low adjustable treatment table, treadmill, plyobox set and skeleton models.

APPENDIX A: BUDGET

REVENUE PROJECTIONS

AY 2020-2021			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	45	In-State	\$ 271.00
Spring	45	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	93		
Student Count		Total Revenue Undergraduat	
IS	41	\$ 1,780,020.00	
OS	7		
RSP/Can	7		
Total	55		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	14	In-State	\$ 407.00
Spring	14	Out of State	\$ 1,100.00
Summer	8	NEBHE/Canadiar	\$ 651.00
Total	36		
Student Count		Total Revenue Graduate	
IS	8	\$ 180,252.00	
OS	1	Total Program Revenue	
NEBHE/Can	1	\$ 1,960,272.00	
Total	10		

AY 2021-2022			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	30	In-State	\$ 271.00
Spring	30	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	63		
Student Count		Total Revenue Undergraduat	
IS	23	\$ 654,381.00	
OS	4		
RSP/Can	3		
Total	30		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadiar	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	18	\$ 805,056.00	
OS	3	Total Program Revenue	
NEBHE/Can	3	\$ 1,459,437.00	
Total	24		

AY 2022-2023			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	15	In-State	\$ 271.00
Spring	15	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	30		
Student Count		Total Revenue Undergraduat	
IS	10	\$ 137,100.00	
OS	2		
RSP/Can	1		
Total	13		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadiar	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	24	\$ 1,073,408.00	
OS	4	Total Program Revenue	
NEBHE/Can	4	\$ 1,210,508.00	
Total	32		

AY 2023-2024			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduat	
IS	0	\$ -	
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadiar	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	30	\$ 1,229,696.00	
OS	4	Total Program Revenue	
NEBHE/Can	4	\$ 1,229,696.00	
Total	38		

6.2

AY 2024-2025			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadian	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	32	\$	1,281,792.00
OS	4	Total Program Revenue	
NEBHE/Can	4	\$ 1,281,792.00	
Total	40		

Revenue is based on enrollment projections of athletic training students at the Bachelor’s level and enrollment of MSAT graduate students.

PERSONNEL

Personnel Cost	Salary	Benefits	Total
FT Tenure 1 (Program Director)	\$ 65,000.00	\$ 34,450.00	\$ 99,450.00
FT Tenure 2	\$ 60,000.00	\$ 31,800.00	\$ 91,800.00
Lecturer 1	\$ 50,000.00	\$ 26,500.00	\$ 76,500.00
Lecturer 2	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Site Coordinator 1	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Administrative	\$ 35,000.00	\$ 18,550.00	\$ 53,550.00
Total (2020-2023)			\$ 528,600.00
Total (2023-2025)			\$ 452,100.00
PD Summer Stipend (1/9th salary)			\$7,000
CEC Summer Stipend (1/9th salary)			\$6,000
PD Admin Stipend Academic Yr			\$6,000
Summer Teaching Stipends (18 credits)			\$20,000
Total			\$39,000

As previously mentioned, the Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

OPERATIONAL BUDGET

Operational Budget	
Faculty License, Credentialing	\$3,700.00
Student Clinical Supplies	\$3,000.00
Accreditation Fees	\$10,000.00
Professional Development	\$8,750.00
ePortfolio System	\$5,000.00
Travel & Meals (In-State)	\$3,000.00
Equipment Calibration &	\$1,500.00
Lab & Educational Supplies	\$10,000.00
Office Supplies	\$500.00
Software	\$10,000.00
BOC Approved Provider	\$250.00
Event/ Symposium	\$500.00
Special Events	\$500.00
Facilities and Admin Cost to	\$250,000.00
Total	\$306,700.00

PROGRAM EXPENSES AND REVENUE

Expenses			
	Operational	Personnel	Total
20-21	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
21-22	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
22-23	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
23-24	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
24-25	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
Revenue			
	Undergraduate	Graduate	Total
20-21	\$ 1,780,020.00	\$ 180,252.00	\$ 1,960,272.00
21-22	\$ 654,381.00	\$ 805,056.00	\$ 1,459,437.00
22-23	\$ 137,100.00	\$ 1,073,408.00	\$ 1,210,508.00
23-24	\$ -	\$ 1,229,696.00	\$ 1,229,696.00
24-25	\$ -	\$ 1,281,792.00	\$ 1,281,792.00
AY Net			
20-21	\$ 1,124,972.00		
21-22	\$ 624,137.00		
22-23	\$ 375,208.00		
23-24	\$ 470,896.00		
24-25	\$ 522,992.00		

6.2



Barbara Blackstone, M.S.S., ATC
Dean, College of Professional Programs & Education
Associate Professor of Exercise Science
181 Main Street
Presque Isle ME 04769-2888 USA
www.umpi.edu
VOICE 207 768.9415

6.2

March 4, 2019

Re: Masters of Science in Athletic Training

Dr. Neely:

The University of Maine at Presque Isle faculty have worked closely with the Program Director and the faculty at the University of Southern Maine in regard to the Masters of Science in Athletic Training. We have worked together developing all of the pre-requisites for the undergraduate students, the curriculum for the MSAT and what equipment is needed for the program.

We are excited for the possibility of this program, we have several students in each of our exercise science cohorts that are looking to enroll in a master's program. We need to keep our best students in athletic training in the state of Maine, we believe this program will meet that need.

We are in full support of this MSAT.

A handwritten signature in blue ink that reads "Barbara Blackstone".

Barbara Blackstone



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal:
MA in Organizational Leadership, UMPI
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.2 Substantive Changes to Existing Academic Programs
5. **BACKGROUND:**

The University of Maine at Presque Isle (UMPI) is seeking permission to offer a Master of Arts in Organizational Leadership (MAOL) delivered exclusively in the competency education modality. As described in the included proposal, the MAOL is designed to meet regional workforce needs and to build further collaboration with the University of Maine at Fort Kent (UMFK). This program includes a Director position jointly funded between UMPI and UMFK who would be responsible for developing 4+1 pathways for Business and other programs at the two institutions into the MAOL as well as potential additional pathways with other UMS institutions.

The proposal was reviewed at all appropriate faculty and administrative levels at UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council on October 3, 2019. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UMPI MAOL on October 16, 2019.

5. TEXT OF PROPOSED RESOLUTION

That the Academic and Student Affairs Committee forwards the following resolution to the Consent Agenda for approval at the Board of Trustees meeting on November 17-18, 2019.

That the Board of Trustees authorizes the creation of the Master of Arts in Organizational Leadership for the University of Maine at Presque Isle.



**Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469**

**Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu**

Date: October 16, 2019
To: Dannel Malloy, Chancellor
University of Maine System (UMS)
From: Dr. Robert Placido, VCAA

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque isle

University of
Southern Maine

Regarding: UMPI Academic Program Proposal: M.A. in Organizational Leadership

Please find the attached program proposal from the University of Maine at Presque Isle (UMPI) to offer a M.A. in Organizational Leadership (MAOL). The attached material includes a recent letter of support from President Ray Rice, as well as the full proposal. This program is designed to meet regional needs and is proposed in a way that will enhance the collaboration between the University of Maine at Fort Kent (UMFK) and UMPI.

The proposed MAOL was reviewed and subsequently recommended by the Chief Academic Officers Council on October 3, 2019. Thus I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
/			Approval of UMPI MAOL



 Chancellor Dannel Malloy

oct 16 . 19

 Date

7.1



Office of the President
181 Main Street
Presque Isle ME
04769-2888 USA
www.maine.edu

September 18, 2019
Robert Placido, Interim Vice Chancellor for Academic Affairs
Estabrooke Hall
University of Maine

Dear Vice Chancellor Placido,

Please find, attached, a Program Proposal for a M.A. in Organizational Leadership, presented by the College of Professional Programs as an exclusive CBE-modality degree offered by the YourPace program at the University of Maine at Presque Isle. This program includes a Director position jointly funded between UMPI and UMFK who would be responsible for developing 4+1 pathways for Business and other programs at the two institutions into the MAOL as well as potential additional pathways with other UMS institutions. Although, as supporting documents illustrate, this program is designed to meet regional needs, it also serves a potential national audience in regards to the CBE programming included within the System's agreements with Academic Partnerships. The MAOL effectively complements the CBE-BBA degree and would allow for a seamless transition of CBE students from undergraduate to graduate programming marketed through Academic Partnerships. Both the prior Intent to Plan and this Program Proposal were approved through the University's internal governance procedures, including approvals by Faculty Assembly, Curriculum Committee, and the Academic Program Planning and Assessment procedures.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink that reads "Ray J. Rice". The signature is written in a cursive, flowing style.

Raymond J. Rice
President

7.2

UNIVERSITY OF MAINE SYSTEM PROGRAM PROPOSAL
University of Maine at Presque Isle

I. Full program title: Master of Arts in Organizational Leadership

II. Program objectives

A. Narrative description of program rationale

The University of Maine at Presque Isle (UMPI) started the first UMS competency based online degree program (CBE) offering in the fall of 2017. Branded as the UMPI YourPace Program, this innovative modality has witnessed consistent growth, an increase in enthusiasm and interest, and will expand from one inaugural program to seven by the summer of 2020. This CBE program features:

- accelerated coursework
- year-round scheduling with multiple start dates
- authentic, experiential assessments
- a fully asynchronous online competency-designed modality
- highly competitive subscription tuition rates

Very successful in the undergraduate market, there has been an increasing demand for graduate level programs offered via this modality. The Master of Arts in Organizational Leadership program (MAOL) is intended to meet a specific professional degree program need within the CBE modality, one recognized both nationally and locally within the Aroostook County/Western New Brunswick area as noted by the attached letters of support.

The supporting documents show an undeniable need in Aroostook County, but the growth in demand of this type of programming is not unique to this part of the state. Fifty-eight percent (58%) of all U.S. companies say their number one strategic priority is closing their current leadership skills gap. According to research by Northeastern University, these companies spent \$31 billion on leadership programs in an attempt to achieve that priority. Companies plan to increase their total spending on leadership development initiatives over the next few years.

The University of Maine System's 2013 ABCDE Committee report listed the establishment of new online graduate programs, specifically on UMS small campuses, as a system priority. Both the 2015 and 2018 status updates to that report indicate that although some progress has been made, we are continuing to lose ground, especially to private and for-profit online providers. Having highlighted this as an area that has still not been addressed, expansion of online graduate programming is a priority recommendation in the 2018 ADC report and recommendations. This program would meet professional graduate programming needs in a modality unique within UMS and could be offered at both regional and national scale.

Additionally in December 2018, recognizing that previous system initiatives, while effective on many fronts, did not do enough to respond to the changing workforce needs of the State, the Board of Trustees declared a set of strategic priorities that will guide academic and fiscal strategy. This declaration stated "the Board has determined that, to be academically responsive to the State's

critical workforce and societal needs and be more competitive in the national higher education marketplace, UMS universities must better serve their learners to help them become critical, creative, and ethical thinkers who can adapt to changes to work and society that will occur over the course of their lives”.

The innovation associated with competency based degree programs aligns with several of these priorities, but most specifically, Strategic Goals and Actions 1. Advancing Workforce Readiness and Economic Development and 3. Aligning Academic Programs and Innovation to Drive Student Success and Employer Responsiveness.

In the State of Maine alone, there are more than 183,000 adult learners with a bachelors degree that could be graduate candidates, yet according to the UMS Spring 2019 enrollment report, there are only 226 total students pursuing graduate studies. That is less than 0.12% of the possible in-state market, not taking in to account out of state of international student prospects. At a time when all national trends report increases in online graduate learning, the UMS experienced a 7.4% decrease in enrollment. It is evident that the current programming is not yet engaging the needs of all learners. Standard models of delivery, including traditional online programming with varying levels of synchronous/hybrid models, does not always meet the level of flexibility required by many contemporary learners. One major distinction between competency based and traditional online programming is its fully asynchronous nature. In addition, the CBE modality ensures that all content is available for a single platform source and, an especially important feature for many full time-working learners; its flat subscription rate ensures that there are no additional charges to the learner.

B. General program goals (limit to 3-5 major items maximum).

The general goal of this program is two-fold. It meets UMPI and UMS priorities of increasing access to quality programming, increasing degree attainment, and expanding our role as a driver of economic growth throughout the state. Additionally, as previously noted, there is a leadership skills gap nationally across multiple industries. The strategic design of the curriculum and the flexible modality will offer an option to employees that need to add skills and credentials, but not at the expense of their career.

Specific program goals are depicted by the following program mission and vision statements:

Mission

The UMPI Master of Arts in Organizational Leadership program provides a transformational learning experience that develops resilient leaders with the creativity and innovation needed to construct purposeful and sustained changed in today’s evolving world.

Vision

The UMPI Master of Arts in Organizational Leadership program aspires to become a global educational leader offering impactful programs that transcend borders, providing anytime, anywhere learning access and sustain a culture of lifelong learning.

- C. Specific student outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)

Master of Arts in Organizational Leadership Program Learning Outcomes

The six categories of leadership program outcomes are organizational complexities, leadership, cognition and application, strategy and innovation, civic engagement, and ethics and social responsibility. Under these areas, graduates will be able to:

Organizational Complexities

- Evaluate organizational dynamics in the areas of structure, behavior, culture, and their implications for leadership at various levels
- Develop an understanding of change processes and be able to think critically about obstacles to change

Leadership

- Demonstrate the ability to understand and apply communication theory in order to effect appropriate change in a variety of leadership settings
- Exhibit and reflect upon changes in personal leadership behavior, as evidenced by expanded self-knowledge, emotional intelligence, team-behavior, cultural awareness, and systems thinking

Cognition and Application

- Propose systemic and sustainable solutions to complex business problems using critical thinking and applied through organizational studies and leadership conceptual frameworks and theories
- Display knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups

Strategy and Innovation

- Be adaptive leaders that use entrepreneurial thinking and innovative practices to strategically navigate the complex demand of organizational environments
- Respond positively and effectively to problems in unfamiliar contexts, applying creative ideas, methods and ways of thinking

Civic Engagement

- Act out of humanitarian values, such as being committed to social justice, engaging in social responsibility, and serving as positive social change agents
- Engage in controversy with civility

Ethics and Social Responsibility

- Recognize and address moral challenges facing leaders in organizations through application of a meaningful framework for ethical development
- Practice socially responsible leadership in a changing global environment

III. Evidence of program need

A. Existence of educational, economic and social needs to include citations or specific authorities or studies consulted.

National as well as regional trends for competency based degree programs, particularly graduate level programming, are particularly promising. In addition, there is growing recognition that such programs, although less expensive for students, maintain equivalent (if not higher) levels of overall academic integrity and rigor than more traditional programs. As documented in Forbes as recently as March 2018, research illustrates that students from lower socio-economic backgrounds are more likely to enroll in CBE programs (particularly nursing programs, both undergraduate and graduate) than traditional programming. In addition, graduates of Western Governor's University scored significantly higher in work readiness overall as well as in categories such as "grit," "organizational acumen," and "personal management.

Trends for MAOL degrees are similarly positive. The US Bureau of Labor Statistics indicated there is a 25% increase in management level employment that will consider a masters as the terminal degree for positions. Non-MBA programs such as OL are twice as popular as they were 10 years ago. In a recent Gray and Associates Program Evaluation System Report (Academic Partnerships, 2018), organizational leadership ranks 5th in the top 30 most in demand masters programs in New England. The Bureau of Labor Statistics Occupational Employment Projections to 2022 lists occupations typically requiring a master's degree for entry are projected to grow the fastest, 18.4 percent, from 2012 to 2022. Through 2022, more than 3 in 4 new jobs occurring in this group are projected to be in occupations that require at least a bachelor's degree, with the fastest projected growth among occupations that need a master's degree. In addition, as noted by the New England Board of Higher Education's (NEBHE) "Yes, Master's: A Graduate Degree's Moment in the Age of Higher Education Innovation," traditional graduate programs have focused on full-time, scholarly graduates, rather than working professionals pursuing part-time, professionally-oriented degrees with pacing flexibility and fully online modalities. Additionally, although the MBA continues to serve as a de-facto credential for leadership roles in business, employers are increasingly looking toward a wide(r) variety of degrees in sciences, healthcare, data analytics, and organizational leadership. Thus, this program would help UMS meet a clear and growing need in regards to Maine professionals.

At a November 2018 UMS market research workshop, Ruffalo Noel Levitz listed graduate programming in organizational leadership as the ninth most sought after distance education degree by adult learners, witnessing a 167% increase in degree award over the past five years.

Specifically to Aroostook County, groups such as Academic Partnership, the Central Aroostook Council on Education, and individual organizations such as MMG Insurance, Northern Light Health (formerly known as Aroostook Medical Center), Cary Medical Center, Irving Woodlands, and McCain Foods have indicated strong support for this specific degree delivered by UMPI due to the program's broad organizational context. When surveyed, these organizations indicated they do not send employees to current UMS graduate on-campus or online programs. Given the more broad organizational approach to the MAOL curriculum, additional flexibility offered in the YourPace program, and the subscription tuition model, the organizations will utilize a CBE MAOL offered through UMPI. Letters of support from these organizations can be found in Appendix A.

B. For 2-year programs, indicate potential employers who have requested the program and their specific employment projections. (Support data to be attached.) N/A

C. Detailed survey of similar programs that are offered within the University System, other higher education institutions or other agencies within the State.

Similar Programs within the University of Maine System:

There is only one similar program in the university system, the Master of Arts in Leadership Studies offered at USM. The curriculum of the two programs have some similarities, with a difference in the somewhat self-designed nature of the program at USM based on the number of elective credits a student uses to select courses of interest. The UMPI MAOL has no electives, with all courses incorporating prescribed skills intended to address directly the current workforce development skills gap.

Although not the only distinction, the most significant differentiator of these two programs would be the competency-based nature of the proposed UMPI MAOL. Although a vital element, the assessment of prior learning credits (PLA) is only one individual pre-assessment component to Competency Based Education. The vast majority of CBE students engage in PLA assessment. But CBE is a learning modality, while PLA is an academic service that could apply to any program in any delivery method. It is not a unique indicator of competency based programming.

The most unique element of CBE programming is not found in any other UMS program. It is in CBE's complete asynchronous nature. Online programming often states its asynchronous abilities, when in reality, it frequently requires the student to adhere to set deadlines and meeting schedules. Required, synchronous sessions prohibit many potential students from being able to complete such graduate programming. In addition, traditional online programs generally have calendar-based assignment deadlines and class discussion board expectations with semester based timeframes associated with them. These timelines do not always align with the schedule demands of working adults, especially ones in different time zones, both national and international.

Traditional online learning led the way in offering levels of flexibility and access not seen before in higher education but as technological and societal trends have changed, online learning has remained stagnant. The development and growth of competency based program initiatives offering truly asynchronous sessions, with only session begin and end dates as deadlines, meet the needs of a broader group of learners who are still denied access to advanced degrees due to their professional, workforce, and personal schedules. Other states with CBE programs are experiencing rapid growth in graduate online learning, where UMS experienced has experienced only incremental increases (+5% in Spring 2019 from previous year). Additionally, overall UMS graduate enrollments remain below a 4,000 total headcount threshold, with most institutions actually experiencing decreases in credit hours in Spring 2019 from the previous year. (Source: UMS Spring 2019 Enrollment Report)

Similar Programs in the State of Maine but outside of the University of Maine System:

Saint Joseph’s College offers a leadership track that one can take as part of their online Master of Business Administration degree. The Leadership Master of Business Administration (LMBA) program requirement statement is as follows:

Candidates *with* a minimum of 2 years professional work experience must satisfactorily complete 42 graduate credits, with an overall GPA of Saint Joseph’s College courses of 3.0 or higher.

With Program Director approval, candidates *without* a minimum of 2 years of professional work experience, must satisfactorily complete up to 60 credits, (42 graduate credits, plus up to 18 preparatory credits - 9 required graduate and up to 9 undergraduate) as determined, with an overall GPA of Saint Joseph’s College courses of 3.0 or higher.

The required 42-60 credit hours for a non-clinical graduate degree is significantly above the standard 36-credit hour requirement and would require a much longer time to completion and total program cost for the student.

D. Enrollment projections for five years. (Support data shall be attached.)

MAOL Enrollment Projections							
		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 1	A Fall Start 1	0	0	0	0	8	8
	B Fall Start 2	8	2	0	6	8	14
	C Spring Start 1	14	3	0	11	12	23
	D Spring Start 2	23	5	0	18	8	26
	E Summer Start 1	26	5	1	20	5	25

7.2

		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 2	A Summer Start 2	25	5	2	18	4	22
	B Fall Start 1	22	4	2	16	10	26
	C Fall Start 2	26	5	4	16	10	26
	D Spring Start 1	26	5	6	15	12	27
	E Spring Start 2	27	5	5	17	10	27
	F Summer Start 1	27	5	8	13	5	18

7.2

		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 3	A Summer Start 2	18	4	5	10	4	14
	B Fall Start 1	14	3	8	3	15	18
	C Fall Start 2	18	2	3	13	10	23
	D Spring Start 1	23	5	4	15	15	30
	E Spring Start 2	30	3	10	17	15	32
	F Summer Start 1	32	6	5	21	5	26

		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 4	A Summer Start 2	26	5	8	12	4	16
	B Fall Start 1	16	3	5	8	20	28
	C Fall Start 2	28	6	4	18	12	30
	D Spring Start 1	30	6	5	19	20	39
	E Spring Start 2	39	4	9	26	15	41
	F Summer Start 1	41	8	3	30	8	38
		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 5	A Summer Start 2	38	8	4	26	4	30
	B Fall Start 1	30	6	6	18	20	38
	C Fall Start 2	38	8	7	24	12	36
	D Spring Start 1	36	7	2	27	20	47
	E Spring Start 2	47	9	4	33	15	48
	F Summer Start 1	48	10	4	34	8	42

7.2

IV. Program content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

The program explores a multidisciplinary, organizational approach to leadership stressing social responsibility and ethics, creativity and innovation, diversity and global mindset, dynamic communication and visioning, and most importantly, the value of the individual. The cornerstones of the program focus on self and authentic leadership, transformational and transactional leadership, and critical thinking and data analysis which prepare students to lead organizations.

A. outline of required and/or elective courses (not syllabi);

The competency-based Master of Arts in Organizational Leadership program consists of three Domains, each with four competencies, for a total of 12 competencies overall. Each competency is worth 3-credit hours for a total of 36-credit hours. Domain 1 focuses on the leadership foundations. Domain 2, which includes a capstone competency to reinforce the application of concepts and theories learned throughout the degree program, focuses on leadership practices. Domain 3 further explores leadership communication, creative and critical thinking, and organizational policy and strategy.

Domain 1: Leadership Foundations

Research Methods/Data-Driven Decision-Making and Planning

Foundations of Organizational Leadership

Democracy and Ethical Leadership in Decision Making

Globalization and Diversity

Domain 2: Leadership Practices

Organizational Theory and Behavior

Team Leadership and Collaboration

Leading Organizational Change

Organizational Leadership Capstone

Domain 3: Expanding Leadership Foundations and Practices

Leadership and Business Operations

Strategic Communication

Conflict and Negotiation

Leadership and Innovation

B. development of new courses and/or what they may displace;

Since this is a new program, all of the courses (competencies) will have to be developed. No courses will be displaced. The University currently partners with Brandman University, a nationally recognized leader in online competency based education, to develop curriculum, assessment, and program evaluation methods (through their independent learning management delivery division, called Strut – formerly known as Sagece). The Strut platform allows for a complete delivery and support of the CBE platform to our learners, including access to IT and instructional design. Brandman has expanded their platform to include graduate programming (for which they are already regionally accredited) and have offered to support our own expansion in this regard.

The University has also engaged faculty from UMFK to assist in the development and delivery of the curriculum. UMPI and UMFK have agreed to develop several 4+1 options for students to move seamlessly from undergraduate to graduate programming, at an accelerated pace. This will not displace current courses, rather offer students more options for course selection. We have met with representatives from a cross section of education, business, healthcare and manufacturing industries to determine overall economic and workforce development need and act as an advisory council for the program. There are opportunities for faculty from other UMS campuses to provide instructional support for the program as well.

C. type of research activity, if any, in program design;

MAOL students will expand their knowledge of leadership through interdisciplinary/collaborative research, and by discovering and pursuing a topic of scholarly inquiry and research while completing their capstone thesis project.

D. nature of independent study, clinical experience, and/or field practicums employed in curriculum design;

None initially planned.

E. impact of program on existing programs on the campus.

The MAOL program would support existing UMPI programs. The nature of the MAOL curriculum is designed to offer a graduate level option open to several undergraduate programs, adding leadership and communication skills to the technical skills from their undergraduate field. Having access to this program at UMPI, would allow our students a plan and pathway to complete a masters degree. It would open the door for 5-year agreements with undergraduate programs to allow for an accelerated pathway that could be completed in less time, with minimal disruption, and would retain them in the university system instead of losing them to competitive programs outside of the system. In addition, an MAOL in a CBE modality can provide direct pathways to undergraduate programs at each of the UMS campuses, with qualifying upper-division coursework serving as significant prior credit toward individual competencies and an additional tuition savings and accelerated time to completion for such applicants.

To start, the following programs have been identified from the UMPI and UMFK campus for initial 4+1 accelerated completion agreements. Curriculum pathways have been established based on NECHE standards for accreditation guidelines, that allow for up to 9 credits of transferable courses between the undergraduate and graduate degree. Courses will be approved at the discretion of the program director

and will allow for a seamless transition from the bachelors program in to the masters, with an accelerated completion timeline, regardless of the program or campus the student is associated with. This agreement could be expanded to other campuses.

UMPI 4+1 Programs

Accounting

Business Administration

Criminal Justice

Cybersecurity

Education

Psychology

Social Work

UMFK 4+1 Programs

Behavioral Science

Business Management

Computer Applications

Rural Public Safety Administration

V. Program resources

A. Personnel.

1. Vita of faculty who will assume major role for program to be include in appendix. (Appendix B)

Dr. Lisa Leduc, Professor of Criminal Justice – UMPI (Doctorate in Sociology)

Competencies Assigned - Globalization and Diversity, Democracy and Ethical Leadership in Decision Making

Dr. Lorne Gibson, Associate Professor of Criminal Justice and Director of Assessment and Planning – UMPI (Doctorate in Sociology, Doctorate in Education Administration)

Competency Assigned – Research Methods/Data-Driven Decision-Making and Planning

Dr. Alana Margeson, Associate Professor of Education, UMPI (Doctorate in Administrative Leadership)

Competency Assigned - Foundations of Organizational Leadership

Susan White. UMPI (CAS – Educational Leadership)

Competency Assigned – Team Leadership and Collaboration

Dr. Leo Trudel, Associate Professor of Business, UMFK (Doctorate in Business Administration)

Competency Assigned - Leadership and Business Operations

Various credentialed adjunct faculty with earned doctorate in the OL content areas (Theory and Behavior, Change Management, Communication, and Innovation).

Carolyn Dorsey, Executive Director of Competency Based Education (general program administrative support)

2. Specific effect on existing programs of faculty assignments to new program. List necessary faculty adjustments.

No faculty adjustments necessary.

B. Current library acquisitions available for new programs.

In addition to the current books, EBooks, and Journals available through the UMPI Library, students will have access to all of the libraries in Maine that are part of the MaineCat Catalog (free of charge), and we also provide interlibrary loan services worldwide through ILLiad (free of charge). The students will have the shared catalog services that allow them access to all of the same materials available to students up through doctoral programs would access. Content specific materials are available as business and leadership are current disciplines offered in UMPI's undergraduate program.

C. New equipment necessary for new program and plan for its acquisition and implementation.

Because this in an online program, no classroom, lab, or program specific equipment is needed. Computer and printing equipment for the director of the program would need to be purchased. Current quote for that equipment would be \$2100.00.

D. Additional space requirements, if any, including renovations.

No physical classroom or lab space is needed as program will be offered fully online. There is dedicated office space for MAOL program administration and student support with the YourPace offices in Normal Hall on the UMPI campus.

E. Extent of cooperation with other programs, both on the initiating campus and other -campuses.

Cooperation with UMFK and Brandman University is planned in the areas of faculty support, shared student services positions, articulation agreements, curriculum planning and development (UMFK) and program review and assessment (Brandman).

VI. Total financial consideration.

A. Estimate of anticipated cost and anticipated income of the program for five years.

MAOL					
	Year 1	Year 2	Year 3	Year 4	Year 5
Est. total subscriptions per year	98	146	142	193	242
Subscription Rate	2000				
Revenue	\$ 196,000	\$ 292,000	\$ 284,000	\$ 386,000	\$484,000
AP Commission	\$ 98,000	\$ 146,000	\$ 142,000	\$ 193,000	\$242,000
Net Yearly Revenue	\$ 98,000	\$ 146,000	\$ 142,000	\$ 193,000	\$242,000
Expenses (Fixed)					
Program Director	\$70,000	\$70,000	\$72,100	\$72,100	\$72,100
Benefits	\$37,100	\$37,100	\$38,213	\$38,213	\$38,213
Other Fixed Expenses	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Expenses (Variable)					
LMS Platform User Fees	\$980	\$1,460	\$1,420	\$1,930	\$2,420
LMS Platform Content Usage Fee	\$5,145	\$7,665	\$7,455	\$10,133	\$12,705
Faculty	\$16,170	\$24,090	\$23,430	\$31,845	\$39,930
Total Yearly Expenses	\$131,395	\$142,315	\$144,618	\$156,221	\$167,368
Net Yearly Profit/Loss	-\$33,395	\$3,685	-\$2,618	\$36,780	\$74,632

B. Detailed information on first-year costs, including:

1. new personnel requirements (include employee benefits);

The MAOL program will need one full-time doctorate level faculty member that will teach and provide administrative oversight to the program. This will be a shared faculty position with UMFK. Two-thirds of the program directors time will be spent on the MAOL program administration and teaching UMPI courses (graduate and upper division undergraduate courses) and one-third teaching upper level undergraduate courses for UMFK. The teaching of these undergraduate courses will support the proposed accelerated degree program options (4+1 programs) described in Section V.

Total yearly cost of the program director would be \$107,100.00 (\$70,000 plus \$37,100 benefits). We may also need to expand the teaching capacity, which may be met with additional existing faculty or adjunct faculty. This potential new cost will be supported by tuition.

Non-Academic Services

There are several non-academic offices that will offer support and/or service to the graduate program. Offices include Registrar, Student Financial Services, Advising, and Library Services. In conjunction with department leadership, capacity for absorbing graduate program tasks and students was assessed and determined there are existing infrastructure resources in place to support the program. The following represents the findings that support no additional resources are needed to begin the graduate program:

Registrar's Office – Alex Myhre, UMPI and UMFK Registrar has experience working at institutions granting graduate degrees and has systems in place to be able to process graduate records. In addition, an Associate Registrar, Jacob Theriault, was recently hired and will be working out of the UMFK office. With this new position, there is room in the workload to address graduate study needs.

Student Financial Services – Chris Bell, Director of Student Financial Services, has worked with federal regulators to ensure UMPI's financial aid program is able to process graduate awards. Federal funding for graduate programming is limited to loans, so this decreases the time associated with processing, packaging, and disbursement. There is sufficient staff in place trained to absorb this additional program work. Additionally, the Assistant Bursar will work with employers to approve and process all employer tuition programs.

Advising – In July 2019, UMPI hired a full-time YourPace Professional Advisor to work solely with YourPace/CBE students (Jessica Winslow). Her duties were designed to include advising graduate students.

Library Services – As noted in the program resources section, with the interconnectivity of all UMS libraries, UMPI graduate students will have access to the same library materials all graduate students access. Roger Getz, Director of Library Services, has prior experience with institutions serving graduate students and is able to dedicate time to assisting MAOL students on campus or remotely.

2. first-year revenue and identity of source;

Revenue would be provided through the existing university unit as generated by the MAOL tuition. With a subscription model tuition pricing at \$2000.00 per 8-week session. With the total first year subscriptions based on the enrollment projections provided, income for year one would be \$206,000.00.

3. how operational costs are to be absorbed into current campus operating budget over a 5-year period;

All operational costs outside of the faculty and program director expense are already absorbed by the current CBE programming. Faculty and director expense will be covered by tuition revenue.

4. what additional funding is required to support the program (identify the source);

Funding sources will be provided through the existing university unit as generated by CBE tuition. As of September, 2018, the CBE programs are housed within a separate organizational unit and maintain independent budgeting lines. No additional funding will be required.

5. lifetime of outside or independent funding and plan for how and when ~ becomes part of E & G budget.

N/A

VII. Program evaluation

All program evaluation will follow NECHE Standards for Accreditation (2016), specifically Standard 2: Planning and Evaluation, Standard 4: The Academic Program, and Standard 8: Educational Effectiveness; and UMPI's Academic Program Planning and Assessment Policy as outlined in the May, 2018 policy handbook and governed by the Academic Program Planning and Assessment Council (APPA).

A. A post audit of an approved new program must be made after two years.

There are six program learning objectives (PLOs) assigned to the MAOL, with the program having a total of 12 competency areas that must be mastered. The competency areas map back to a PLO, with the summative assessment for each competency considered evidence of mastery of the outcome. Formative reviews will be conducted yearly to assess PLO alignment and mastery. Additional formative feedback will also be provided by the advisory council through once a year meetings on program accomplishments, progress, and future direction.

Additionally, the following five focal areas will be assessed Learning Outcomes, Curriculum and Co-Curriculum, Teaching and Learning Methods, Student Learning Assessment, and Support of Quality Education. A more detailed list of information obtained can be found in Appendix C.

Data relating to student pace, progression, success, and retention will be collected, along with surveys (targeted) or interviews with enrolled students, alumni/graduates, employers, and the advisory board/committee. Budgetary considerations relating to enrollment, tuition revenue, and faculty or program expense will also be assessed.

Every Other Year Program Assessment

Every other year a full population of two years of rubric data (not a sampling) will be used for formative assessment of the program to include PLO alignment, effectiveness of summative assessment as evidence of PLO mastery, and student pace and progression in respect to individual competency areas.

Five Year Program Review

A summative full program review will be done every five years. This program review will follow UMS review guidelines. Yearly formative reviews will be included in the data assessed.

Program Audit and Review Collaboration

As part of the collaboration with Brandman University, Dr. Laurie Dodge, Vice Chancellor for Institutional Assessment & Planning and Vice Provost at Brandman, is working with UMPI YourPace administration on the audit and review process.

B. The results of the audit must be reported to the Vice Chancellor for Academic Affairs.

Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we identify best practices in teaching and use this information to improve our teaching?

Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment

Are we measuring the degree to which our students are achieving program learning outcomes?

Do we work collaboratively to develop and implement assessments of program learning outcomes, or are these tasks delegated to one or a few individuals?

Do we consult sources beyond our own faculty when designing assessments of program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we discuss assessment data and use our findings to improve our curriculum, cocurriculum and teaching practices?

Do we identify best practices in assessment of program learning outcomes and use this information to improve our assessments?

Do we periodically review our assessment methods to see how they might be improved?

Focal Area 5: Support of Quality Education

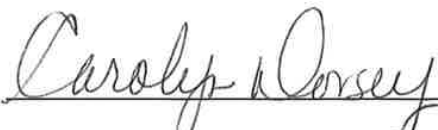
In what ways do we evaluate ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?

How does our budget promote or restrict our ability to implement improvement initiatives?

How do we engage our student populations (past, present and future) in order to support a high-quality, sustainable program?

(Signatures of Person(s) Responsible for Program Plan)

Submitted By:



Executive Director of Competency Based Education



Date

Approved By:



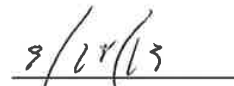
Chief Academic Officer



Date



President



Date

7.2

Appendix A
Letters of Support

Brian M. Carpenter, Superintendent, MSAD #1

Timothy L. Doak, Superintendent, RSU #39

Robert Dorsey, President and CEO, Aroostook Partnership (BOV, UMFK)

Bill Flagg, Community Relations and Development, Cary Medical Center (BOV, UMPI)

Lucinda French, Human Resources, McCain Foods USA

Gregory LaFrancois, President, Northern Light Health A. R. Gould Hospital (Presque Isle, Maine)

Jason Parent, Executive Director/CEO, Aroostook County Action Program (BOV, UMPI)

Stephen D. Richard, Executive Director, Central Aroostook Association (BOV Chair, UMPI)

Larry M. Shaw, President and CEO, MMG Insurance

Rep. Harold "Trey" Steward III, Representative, District 147 (BOV, UMPI)

7.2

Maine School Administrative District No. 1

Castle Hill ♦ Chapman ♦ Mapleton ♦ Presque Isle ♦ Westfield

79 Blake Street, Suite #1 • P.O. Box 1118 • Presque Isle, Maine 04769-1118

BRIAN M. CARPENTER
SUPERINTENDENT OF SCHOOLS
e-mail: carpenterb@sad1.org
Telephone: 764-4101 • Fax: 764-4103

CLINTON E. DESCHENE
ASSISTANT SUPERINTENDENT FOR BUSINESS
e-mail: deschenec@sad1.org
Telephone: 768-3441 • Fax: 764-4851

DR. JENNIFER BOURASSA
CURRICULUM DIRECTOR
e-mail: bourassaj@sad1.org
Telephone: 764-4101 • Fax: 764-4103

July 26, 2018

Dr. Raymond Rice, President
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice,

I am writing this letter in support of the Masters of Arts in Organizational Leadership (MAOL) in an online format. MAOL is an exciting new opportunity that provides opportunities for business, industry, education, municipal government and other sectors to grow, develop and improve leadership across Aroostook County and Maine.

Historically, Aroostook County has been underserved when it comes to advanced degree programs. This is true for both the education sector and the public sector. Those who wished to pursue an advanced degree needed to travel long distances. The availability of an online Master of Art in Organizational Leadership will greatly enhance leadership development and meet the needs of all sectors as they look to develop future leaders or improve the skills and knowledge of current leaders. This opportunity to have an online MAOL will bring positive change in the workplace, community and society. It will open the doors for many in an area of the State that is looking at and asking the question of how to develop future leaders and improve current leadership in an ever changing world.

The proposal for a Masters of Arts in Organizational Leadership integrates well with the initiative of the Central Aroostook Consortium on Education (CACE). CACE, in partnership with business, industry, education, municipal government and other sectors, is working to develop an International Leadership Academy. Masters of Arts in Organizational Leadership would be a natural progression and pathway to the International Leadership Academy for credentialing or PhD.

In closing I want to again confirm that the MSAD #1 Board of Directors and I as Superintendent of Schools fully support the proposed online Masters of Arts in Organizational Leadership. It is exciting to see the University of Maine Presque Isle, a local institution, take the lead to provide these types of opportunities for the community, county, and Maine.

Sincerely,



Brian M. Carpenter,
Superintendent of Schools

BMC:smt

7.2



Eastern Aroostook Regional School Unit #39

Caribou, Limestone, Stockholm

Timothy L. Doak, Superintendent
75 Glenn Street
Caribou ME 04736

tdoak@rsu39.org
207-496-6311 (Phone)
207-498-3261 (Fax)

August 1, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice,

I am writing to express my strong support for a Masters of Arts in Organizational Leadership which was discussed at our last Leadership Academy meeting at MMG. The greatest gift that technology has provided education in general, is the ability to receive courses as well as degree programs in an online approach.

Historically, Aroostook County citizens have been underserved for several years in the areas of advanced degrees. The number of barriers placed on County residents to pursue an advanced degree through our Southern Maine universities and colleges has become a leading cause for people to not matriculate in such programs. Having the University of Maine at Presque Isle be the lead institution for such a program would allow for increased enrollment and give vital support to the County's workforce for years to come. Rural areas of Maine, like Aroostook County, require an innovative approach to educating the next generation of leaders in meeting the needs of today's accountability-driven work environment.

Improving our workforce starts with the educational opportunities that our citizens, educational institutions, and businesses so desperately need. This master's program will offer Aroostook County citizens the opportunity to help expand their knowledge, skill sets, and leadership capabilities. This particular UMPI program will serve a high-needs area with the high-needs subjects in promoting life-long learning. The program's flexibility will allow for innovation and transformation of the practices that are traditionally not found in other onsite university programs.

I offer my full support for this GREAT opportunity for a Masters of Arts in Organizational Leadership offered through the University of Maine at Presque Isle. I can only hope that such a program will help design and shape the workforce of Aroostook County into highly motivated, successful, and productive employees.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy L. Doak", is written over a light blue horizontal line.

Timothy L. Doak
Superintendent of Schools

7.2



A public-private partnership committed to economic growth in Northern Maine

July 23, 2018

President Ray Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear Ray,

As president of the Aroostook Partnership representing approximately one hundred businesses, the four Aroostook County colleges, and the Northern Maine Development Commission teamed to promote economic development throughout Aroostook County, I strongly support UMPI's desire to provide a 'Masters in Organizational Leadership' degree.

Aroostook County and Maine are experiencing serious demographic challenges with the oldest workforce in the nation and another **94,000** Mainers eligible to retire over the next six years. Here in Aroostook, as many as 11,000 folks will be eligible to retire over the next 10 years. These demographics will place a premium on leadership across businesses and organizations statewide. Therefore, it is ESSENTIAL that we provide more training programs to develop the much-needed leadership to maintain and grow the State's future economy.

An online program as envisioned is a very prudent approach as many in need of leadership training are in the current workforce, have families, or are in rural areas in Maine where travel could prohibit their ability to engage in campus-based education. Courses studying organizational leadership styles and attributes, ethics in business, team development, leading organizational change in dynamic times, and project management are vital to filling the pipeline of Maine's future leaders.

I applaud and fully support UMPI's desire to create this essential masters program.

Sincerely,

A handwritten signature in blue ink that reads 'Robert Dorsey'.

Robert Dorsey
President & CEO



163 VAN BUREN ROAD, STE. 1 · CARIBOU, ME 04736-2509 · (207) 498-3111

July 25, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

7.2

The effort by the University of Maine at Presque Isle to establish a competency based, on-line Master's Degree program a Master of Arts in Organizational Leadership comes at a great time for Aroostook County. Not only will the program advance the knowledge and technical skills so much in demand by organizations here northern Maine and beyond but it will help to increase the opportunities to achieve Master's Degree level education which has been sorely lacking in this area.

Cary Medical Center and hospitals throughout this region constantly seek new options to improve upon the talent pool when seeking organizational leadership. We have a number of very talented mid-level managers, who would certainly consider this program as we look to succession planning. The many changes in organizational culture, the importance of multiple tools that could be made available through such a graduate program would have many, long-term, benefits for organizations in Aroostook. The ability to complete the Master's program on-line makes abundant sense for isolated, rural areas of Maine like the County and would make the program more accessible to candidates.

Cary Medical Center has been a sponsor of and referred a number of our 'young professionals' to the Young Professionals Institute at UMPI and it has been a great experience for the individuals. The program is very well run, engaging, and challenging. We certainly believe that the University of Maine at Presque Isle could manage this new endeavor very successfully. The outline for the course of study would be both challenging academically and help to prepare graduates for the changing dimensions of organizational leadership in the digital age.

I am sure you will find great support for this exciting new initiative. As a member of the university's Board of Visitors I am very impressive to see the university reaching out to address specific needs here in Aroostook County. Cary Medical Center has very much enjoyed our collaborative efforts with UMPI and we look forward to seeing this latest effort become a reality. If there is anything further you need from us in terms for support please do not hesitate to be in touch with me.

Sincerely,

Bill Plagg, Director
Community Relations and Development

www.carymedicalcenter.org

Accredited by the Joint Commission on Accreditation of Healthcare Organizations
Cary Medical Center is an Equal Opportunity Employer and Provider



7.2



McCain Foods USA, Inc.

319 Richardson Road
Easton, ME 04740
Telephone (207) 488-1215 Fax (207) 488-1369

August 13, 2018

Dr. Raymond Rice, President
University of Maine at Presque Isle
[181 Main Street](#)
[Presque Isle, ME 04769](#)

Dear President Rice,

I am writing this letter in support of the Masters of Arts in Organizational Leadership (MAOL) in an online format. MAOL is an exciting new opportunity that provides much needed opportunity for local business to grow, develop and improve leadership across Aroostook County.

It is very clear that Aroostook County has been underserved when it comes to advanced degree programs. Those who wished to pursue an advanced degree are required to travel long distances or find an online option through an educational body outside of Maine.

The availability of an online Master of Art in Organizational Leadership will greatly enhance leadership development and meet the needs of many local businesses as they look to develop future leaders or improve the skills and knowledge of their current leadership teams. The opportunity to have an online MAOL will bring positive change within many work places in Aroostook County.

McCain Foods fully supports the proposed online Masters of Arts in Organizational Leadership. It is exciting to see the University of Maine Presque Isle, a local institution, take the lead to provide these types of opportunities for Aroostook County.

Sincerely,

Lucinda French
HRBP
McCain Foods USA, Inc.
207-488-1215
lucinda.french@mccain.com

7.2



140 Academy Street
PO Box 151
Presque Isle, ME 04769
207-768-4000
www.tamc.org

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Aroostook County needs a strong bench of developing leaders to lead one of the highest quality workforces in the State. Solid leadership derives both from didactic and practical experiences. The University of Maine at Presque Isle is considering expanding their offering to include a Master of Arts in Organizational Leadership. This course of study is essential in Aroostook County given the historical lack of graduate programs by public sector institutions. Our aspiring leaders currently leave the County to develop their skills. This pulls talented workers from the County and prevents them from applying their theoretical learnings to practice in the diverse set of County industries.

University of Maine at Presque Isle is a key resource to the County. It brings the best of contemporary online programs to our rural students while delivering the guidance and support a "brick and mortar" presence offers. In the current state, I see large gaps in the career path of my junior staff. They will, in all likelihood, have to leave our hospital to gain the leadership skills necessary to progress into senior roles. The Master of Arts in Organizational Leadership offered at the University of Maine at Presque Isle campus allows my future leaders to continue to support our hospital, learn leadership theory, test theory in practice, and have ready access to current leaders for guidance. This course of study will have a positive impact throughout the County and the State.

I strongly support the University of Maine at Presque Isle's initiative to bring a Master of Arts in Organizational Leadership to Aroostook County. I know many of my staff have interest in pursuing such a degree. We invest in our employees through tuition reimbursement because we value their talents. We have a strong history of collaboration with the university and expect this program will further enhance that collaboration.

I hope you will reach out to me with any questions you might have. Thank you for the opportunity to express my support for this important initiative.

A handwritten signature in black ink, appearing to read 'G. LaFrancois', is written over a faint, light-colored background.

Greg LaFrancois
President, The Aroostook Medical Center

7.2

7.2



Aroostook County Action Program

P.O. Box 1116 Presque Isle, Maine 04769-1116 (207) 764-3721 or 1-800-432-7881
Fax: (207) 768-3022 - www.acap-me.org

August 2, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

RE: Letter of Support for Master of Science in Organizational Leadership Degree Program

Dear President Rice:

As a longstanding partner of the University of Maine at Presque Isle, and one of the region's largest non-profit organizations and employers, Aroostook County Action Program, Inc. is pleased to lend its strong support to campus efforts to offer a Master of Arts in Organizational Leadership Degree using an online platform.

ACAP employs more than 150 individuals at nine locations and provides services to approximately 14,000 clients each year through four program areas: community health, early care and education, energy and housing, and workforce development. Through the latter, we are in regular and frequent contact with employers across northern Maine, many of whom share the need for more master's level education in the region.

Having worked in public higher education in Aroostook County for 14 years, and completed my graduate degree work in that time period, I can attest to the fact that our region has historically been underserved in graduate programs by public sector institutions. This is an opportunity for the University and System to take the lead to provide these types of opportunities for the members of our communities, both here in The County and beyond. Having earned my undergraduate degree at UMPI, I can say, without hesitation, that I would have availed myself of this opportunity.

As a current member of the UMPI Board of Visitors, I believe the Master of Arts in Organizational Leadership would be a great complement to the relatively new competency-based education programs. Individuals would work on competencies in a fully online platform, 24/7, 365 days/year, which supports working community members pursuing professional development opportunities and growth in their careers.

ACAP fully supports UMPI's request to introduce this new program and stands ready to support the University in its efforts to ensure its success. Please feel free to contact me at jparent@acap-me.org if any additional information is needed.

Sincerely,

Jason Parent
Executive Director/CEO

CC: Christy Daggett, Director Workforce Development

ACAP provides equal opportunity in employment and services

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July 25, 2018

Ray Rice, President
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice:

It is with great pleasure that I write this letter of support as UMPI prepares to plan a new graduate level program, Master of Arts in Organizational Leadership. As the Chair of the Board of Visitors and the Executive Director of Central Aroostook Association, I applaud UMPI for going forward to implement this program. Aroostook County has seen an outward migration of people from the County, especially our youth. It is important that we develop and maintain leaders in our community, which is vital to Aroostook County. An online program like this will not only attract local leaders but also leaders “from away” who might be interested in coming to the County. There are no master’s degree programs north of Orono; this would be a first. The organization that I work for sent three teachers to Orono to receive their master’s degree in Special Education, and the only way that they could complete their degree was for them to drive to Orono two days a week. I am hoping that the Chancellor, and Board of Trustees, realize the importance of a program like this, especially one that will benefit UMPI and Aroostook County as a whole.

President Rice, good luck with getting this vital program established. Kudos to you and your staff for working on this online program.

Sincerely,

A handwritten signature in blue ink, which appears to read 'Stephen D. Richard', is written over a light blue circular stamp.

Stephen D. Richard, Executive Director
Central Aroostook Association

SDR/ec

Adult Services • Children Supports • Community Case Management • Home & Community Supports • Residential Services • Shared Living
OTC (a special purpose private school) • Work Services: County Box & Pallet

P.O. Box 1245 • 25 Lombard Street • Presque Isle, ME 04769 • Tel (207) 764-0134 • Fax (207) 764-5543
www.centralaroostookassociation.com

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August 1, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Larry M. Shaw
President & CEO

As President & CEO of MMG Insurance, I am writing this letter in support of the University of Maine at Presque Isle's intent to plan a new graduate-level program, a Master of Arts in Organizational Leadership.


The potential impact of a Master of Arts in Organizational Leadership is far reaching and essential to the future of Aroostook County and the state of Maine. Identifying, developing, and supporting new and emerging leaders will allow us to collectively address looming talent shortages within our workforce. In Aroostook County the sustained surge in our aging demographic poses a significant concern for employers and the future of the region overall. Partnerships with the state's institutions of higher education are imperative in overcoming this challenge and establishing new avenues for leadership.

UMPI has a proven history of success in this area, delivering solutions and exploring unique and innovative opportunities to empower students and support their passion for professional development. For the past 11 years, MMG has collaborated with UMPI to host the annual Young Professionals Institute, a program designed to engage and connect young business professionals in the region. In 2016, MMG and UMPI united to establish the Center for Professional Development, a state-of-the-art space devoted to the professional and workforce development needs of the area.

One of the keys to UMPI's success in meeting the needs of its students and the community has been the university's commitment to ensuring accessibility. Removing the barrier of travel and the constraints of the traditional classroom has enabled UMPI to become more than a campus, transforming into an educational hub, an evolving resource and center for continued opportunity.

We are confident this proposed program has the ability to build upon UMPI's strong foundation, launching a new level of learning that will yield success across industries and communities.

Sincerely,


Larry M. Shaw
President & CEO
MMG Insurance



Protecting your piece of the world®

P.O. Box 729, Presque Isle, ME 04769-0729 • [T] 1-800-343-0533 • [F] 207-764-4622

mmsgins.com

A Malne Mutual Group Company



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HOUSE OF REPRESENTATIVES

2 STATE HOUSE STATION

AUGUSTA, MAINE 04333-0002

(207) 287-1440

TTY: (207) 287-4469

Rep. Harold "Trey" L. Stewart III

305 State Street

Presque Isle, ME 04769

Cell Phone: (207) 227-0569

Trey.Stewart@legislature.maine.gov

July 26, 2018

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Raymond J. Rice, Ph.D
President and Provost
University of Maine at Presque Isle
181 Main St.
Presque Isle, ME 04769

Re: Support of a Masters of Arts in Organizational Leadership at UMPI

Dear Dr. Rice:

It is my hope that this correspondence finds you well as you prepare for the upcoming academic year and beginning of a new semester. As a member of the Legislature's Education and Cultural Affairs Committee, I write to you today to express my strong support for the creation of a new program at the University of Maine at Presque Isle (UMPI) -- a Master of Arts degree in Organizational Leadership.

Post-graduate course offerings are critical to affording our area a well-educated and capable labor force prepared for the challenges of tomorrow. No longer is it enough to solely rely on baccalaureate degrees to ensure that working professionals have access to the educational opportunities they need to excel. If we hope to remain competitive with the rest of the State, investments must be made to diversify our economy while likewise promoting innovation in human resources and product development.

Aroostook County is the oldest county in the oldest state in the nation. Additionally, we are the most rural county east of the Mississippi River. These challenges necessitate new ideas and proactivity, since many business and community leaders look to retire over the coming few years. For these entrepreneurs and trailblazers stepping forward to embrace the opportunity presented them, it is imperative that they be given the means to hone their skills through education.

As you are aware, the University of Maine System does not currently offer any master's-level programs at either of its northern Maine campuses. If we hope to meet the demands of working professionals and assist in providing well-educated, passionate, contributing members of society, we must expand the educational programs available in The County. Additionally, having access to online and digital post-graduate alternatives is the scholastic path of the future. I can personally attest to the compelling necessity of virtual learning for higher education, as I received an MBA through the University of Maine's online business school just two months ago. Without the flexibility of online learning that this program gave me, I would not have been able to complete such a rigorous program within two years while also serving in Augusta.

Thank you for your time. I hope both you and the Chancellor of the University of Maine System will give the creation of this vital program for Aroostook due consideration. Should you wish to discuss this proposal in greater detail, please do not hesitate to contact me directly.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Harold Stewart III'.

Harold "Trey" L. Stewart III
State Representative

District 147 Presque Isle (part)

7.2

Appendix B
Faculty Curriculum Vitae Involved in Program

7.2

35 Hillside Street
 Presque Isle, Maine
 USA
 04769

(207) 764-4165(home)
 (207) 768-9436(work)
 (207)540-7130(cell)
 lisa.leduc@maine.edu

Lisa R. Leduc

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Education	2003	Carleton University	Ottawa, Ontario
	Doctor of Philosophy - Department of Sociology		
	Doctoral Dissertation: <i>Female-to-Male Violence in Canadian University and College Relationships: A Test of the Rebellion Thesis</i>		
	1992	University of Ottawa	Ottawa, Ontario
	Master of Arts - Department of Criminology		
	Master's Thesis: <i>Options for Battered Women: Vocabularies of Motive and Social Support Factors in the Decision-Making Process</i>		
	<ul style="list-style-type: none"> • Summa Cum Laude 		
	1989	University of Ottawa	Ottawa, Ontario
	Bachelor of Social Sciences - Department of Criminology		
	<ul style="list-style-type: none"> • Summa Cum Laude 		
	1985	Seneca College	Toronto, Ontario
	Law Enforcement Diploma		
	<ul style="list-style-type: none"> • High Honors 		
	Professional Experience	2008- Present	University of Maine
Coordinator- Criminal Justice Program			
	<ul style="list-style-type: none"> • Admissions/Recruiting • Advisement (100+ undergraduates) • Course Scheduling • Adjunct Faculty Supervision • Curriculum Revisions and Development • Community Outreach 		
	2007-Present	University of Maine	Presque Isle, Maine
	Associate Professor of Criminal Justice		
	<ul style="list-style-type: none"> • Theoretical Criminology (Honors) • Social Deviance • Introduction to Criminal Justice • Canadian Criminal Justice • Criminal Justice Computing • Crime Control Policies (Online) 		

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- Domestic Violence (Honors; Service Learning)
- Punishment and Corrections
- Criminology
- Innovation Engineering - Communication
- Field Experience in Sociology
- Field Experience in Criminal Justice
- New Directions in Critical Criminology (Honors)
- Comparative Criminal Justice - Drug Policies (Online)
- Probation, Parole, and Community-Based Corrections (Service Learning)
- Restorative Justice (Service Learning)
- Women and Crime (Honors; Service Learning)
- Introduction to Sociology (Honors; Online)
- Social Psychology
- Special Topics in Criminal Justice - Drug Policy (Honors)
- Restorative Justice (Service Learning)

2002-2007 University of Maine Presque Isle, Maine
Assistant Professor of Criminal Justice

1994-2002 Carleton University Ottawa, Ontario
Sessional Lecturer - Department of Sociology

- Introduction to Criminology
- Sociology of Deviance
- Police in Society
- Masculinity and Power- Honors Seminar
- Special Topics in Criminal Justice - Honors Seminar - Women, Crime and the Canadian Criminal Justice System

1997-2002 University of Ottawa Ottawa, Ontario
Sessional Lecturer- Department of Criminology

- History of Criminological Thought
- Criminological Theories I
- Criminological Theories II
- Contemporary Criminological Theories - Honors Seminar
- Socio-Politics of Incarceration
- Women, Crime and Justice I
- Women, Crime and Justice II

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1994-2000 DeKeseredy Research Associates Ottawa, Ontario

Assistant Researcher

- Local, national, and international criminological research
[violence against women; poverty and crime; crime in public housing]

1991-1992 Correctional Services of Canada Ottawa, Ontario

Field Researcher

- National Sex Offender Census

1988-1990 R.C.M.P.- National Headquarters Ottawa, Ontario

Assistant Researcher

- Crime Prevention - Victim Services Branch

**Academic
Publications
(peer reviewed)**

"How Does She Stay?" - Social Support Factors in the Decision-Making Process
- *Alternate Routes* Vol. 13 2001

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**CURRICULUM VITAE
LORNE D. GIBSON**

Education

Ph.D. Sociology

2007 South Dakota State University Brookings, SD

- **Dissertation:** *A Structural Symbolic Interactionist Explanation of Attitudes Toward Unwanted Pursuit Behaviors* Advisor: Don Arwood, Ph.D. (See Appendix A for Abstract)
- Specializations in social organization and social deviance
- Air Force Reserve Officer Training: Air Force Active Duty Officer Commission 2003

Ed.D. Education Administration: Adult and Higher Education

2004 University of South Dakota Vermillion, SD

- **Dissertation:** *Students' Perception Toward General Education Curriculum at a Selected Mid-Western University* Chair: Jay Heath, Ed.D. (See Appendix B for Abstract)

M.A. Sociology

1998 University of South Dakota Vermillion, SD

- Focus in criminal justice

B.A. Majors: Criminal Justice; Behavioral Science

1995 Dakota Wesleyan University Mitchell, SD

Squadron Officer School

2010 Squadron Officer College Maxwell AFB, GA

- Leadership and management training, 200 hours

Professional Academic Experience

Director of Planning and Assessment

2015- present University of Maine at Presque Isle Presque Isle, Me

- Directs the Academic Program Planning and Assessment Council, and advises and assists the Vice President for Academic and Student Affairs, Provost Council, Proficiency Based Education Steering Committee, and academic program personnel with the planning and assessment of general and specific academic programs

Assistant/Associate Professor

2015- present University of Maine at Presque Isle Presque Isle, Me

Teaching:

- Courses taught: Introduction to criminal justice, Research methods in criminal justice, Juvenile justice, Criminal law (online), Procedural law (online)
- Co-advisor of 66+ criminal justice students
- Student research advisor, Arrostook domestic protection petitions

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Gibson Vitae - 2

Service:

- Director of Planning and Assessment
- University Curriculum Committee advisory member

Assistant Professor

2011- 2015 *Dept of Criminal Justice/U of Wisconsin-Platteville* Platteville, WI

Teaching:

- Courses taught: Introduction to criminal justice, Patterns of criminal and delinquent behavior (online), Research methods in criminal justice, Juvenile delinquency, History and change in crime
- Supervisor: 14 internships 2012-2013
- Advisor: 70+ advisees 2011-2014

Service:

- University Bylaws Committee 2014
- College Diversity and Inclusion Committee Member 2013-2014
- Department Curriculum Committee Member 2013-2014
- Development and maintenance of Criminal Justice curriculum assessment and development tool/rubric 2013-2014
- LA&E Budget Committee Representative 2011-2013
- Department Web Content Manager 2011-2013
- Criminal Justice Association Advisor 2011-2013
- Search and Screen Committee Member LAE CJ 2013
- Search and Screen Committee Chair LAE CJ 2012-2013
- Search and Screen Committee Chair LAE CJ 2012-2013
- Search and Screen Committee Member Office of Sponsored Programs 2012-2013
- Search and Screen Committee Member LAE CJ 2011-2012
- Search and Screen Committee Member LAE CJ 2011-2012
- Restorative Justice of Southwest Wisconsin consultant 2013

Scholarship:

- Prior Learning Assessment UW System Grant, Principle Investigator, developed a curriculum development program that integrated prior learning assessment procedure 2012-2013
- Grant Application: Criminal Justice Occupation Research Program, UW-System Incentive Grant \$171K 2013
- Grant Application: Rural and Urban Police Integrity Policy, National Institute for Justice (NIJ-2012-3093) \$362K 2012

Assistant Professor/1st Lieutenant, Captain

2006- 2010 *Dept of Behavioral Sciences and Leadership/USAFA* USAFA, CO

- Courses taught: Social deviance and control, Social change, Introduction to behavioral sciences

Service:

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Gibson Vitae - 3

- Advisor-in-Charge: Served as liaison to the Academy's Registrar, set department student academic advising policies, provided academic advisor training, assisted with instructor assignment and scheduling, and directly mentored Air Force cadets on academic and personal development issues 2007-2010
- Served on Academy Accreditation Committee developing checklists and procedures for accreditation preparations 2009
- Web and Microsoft Sharepoint director: Assisted department faculty with utilization of online course instruction and assessment 2007-2010
- Served as department safety officer 2009-2010
- Served on department 2008-2009 curriculum revision committee
- Served on department academic committee 2006-2010
- Served department hiring committees
- Presented and organized department's two-week high school Summer Scientific Seminar program, 2007-2009
- Presented "Love at All Costs: Stalking that Special Someone," to behavioral science students and faculty, 2007, 2008, 2009.

Publication:

- Yamazaki, T. Gayle, et al. *Debunking the myths commonly believed to affect test performance among college students*. The Learning Assistance Review: Journal of the National College Learning Center Association. 19:2

Awards:

- Department Company Grade Officer of the Quarter, 2008
- Social Science Division Team of the Quarter, 2008-2009 Curriculum Revision Committee
- Air Force Commendation Medal, 2006-2010

Adjunct Professor

2008-2009 *Continuing Education/ Colorado State University Pueblo Colorado Springs, CO*

- Courses taught: Organization theory, Film and society

Graduate Assistant

2000 – 2003 *South Dakota State University Brookings, SD*

- Completed literature reviews, edited article drafts, and completed instruction administrative tasks

Graduate Assistant

1996 – 1997 *University of South Dakota Vermillion, SD*

- Course taught: Introduction to sociology

Professional Experience

Senior Occupational Analyst/ 2nd Lieutenant, 1st Lieutenant

2003 - 2006 *U.S. Air Force Occupational Measurement Squadron Randolph AFB, TX*

Research:

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- Developed and analyzed Air Force occupational surveys (Microsoft Access, Excel, Peoplesoft, CODAP, SPSS) to assess career field training and curriculum needs, promotion testing development, and the utilization of over 20,000 Airmen 2003-2006
- Wrote and published survey reports and presented findings, training and education implications, to Air Force career field managers and Air Force commands 2003-2006
- Led in the selection, development, and integration of new data analysis software processes for Canadian, American, and Australian occupational measurement programs 2005-2006

Service:

- Served as Squadron webpage developer 2005-2006
- Served on Hurricane Katrina, Air Education and Training Command's response team, daily compiling 100+ situation reports to ensure accurate future logistical and mission development 2005
- Served as personnel training officer and monitor 2005
- Served as lead analyst on Air Education and Training Command's Sexual Assault Assessment Team, analyzing over 19,000 surveys with 890,000 responses for Air Force Headquarters and Congressional Inquiries 2004
- Served as occupational analyst trainer 2004
- Organized and directed social event for 200+ individuals 2004
- Served as panelist for AFROTC Distinguished Educators' Visit luncheon 2003

Research and Conference Presentations:

- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 1C2X1 Combat Controllers*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 1C2X1 Utilization and Training Conference, Goodfellow AFB, TX
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 61SXA Analysts*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented to Air Force Studies and Analysis Agency, Arlington, VA
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 2A6X5 Aircraft Hydraulic Systems Maintenance*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 2A6X5 Utilization and Training Conference, Sheppard AFB, TX
- U.S. Air Force Occupational Measurement Squadron. 2005. *USAF Occupational Training Survey Report: Infection Control Practitioners*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2005 Infection Control Practitioners Utilization and Training Conference, Sheppard AFB, TX

Award:

- Air Force Commendation Medal, 2003-2006

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Alana Margeson, Ed.D.
756 Westmanland Rd.
Westmanland, ME 04783
**Telephone: 207.896.3081 (HJ 207.551.1303 (CJ) e-mail:
alana.margeson@maine.edu**

EDUCATION

- March 2013/Dec. 2018 WALDEN UNIVERSITY, Minneapolis, MN
**Doctor of Education Program- Administrative Leadership
for Teaching and Learning
Ed.D.- Administrative Leadership for Teaching & Learning**
- June 2005/Dec. 2008 SAINT JOSPEH'S COLLEGE OF MAINE, Standish, ME
M.Ed.- Education (Administration Concentration)
- Sept. 2002/Sept. 2003 UNIVERSITY OF NEW ENGLAND, Biddeford, ME
Masters in Education Program
- Jan. 1997/May1997 COLLEGE OF CHARLESTON, Charleston, SC
Special Education Program
- Sept. 1997/ Dec. 1999 UNIVERSITY OF MAINE AT PRESQUE ISLE, Presque Isle, ME
Sept. 1995/ Dec. 1996 **B.S.- Secondary Education (English)
B.S.- Elementary Education**

CERTIFICATIONS

- July 2013-July 2018 MAINE DEPARTMENT OF EDUCATION
K-8 Professional (020)
- July 2013-July 2018 MAINE DEPARTMENT OF EDUCATION
7-12 Professional (100)
- June 2013- July 2018 MAINE DEPARTMENT OF EDUCATION
K-12 Administration (040)
- July 2008 COLLEGE BOARD
**Certified AP English Language and Composition
Instructor**

PROFESSIONAL EXPERIENCE

- July 2016- Present University of Maine at Presque Isle, Presque Isle, ME

**Director of the Center for Teaching & Learning and
Adjunct Faculty Member, College of Education**

- July 2001- June 2016 RSU 39, Caribou, ME
English Teacher, Caribou High School
 AP English Language and Composition Instructor
 Middle Level English Language Arts, Math and Social
 Studies Teacher, Caribou Middle School

- October 2014-Present Solution Tree Press, Bloomington, IN
Peer Reviewer, Professional Texts on Values-Congruent
 Education and Brain-Based Assessment

- June 2011- July 2013 Recorded Books, Prince Frederick, MD and
 Triumph, New York, NY
Professional Writer, Dr. Janet Allen Text Series

- Jan. 2001 - June 2001 School Union 122, Woodland, ME
Educational Technician, Grades K-8

- Jan. 2000- June 2000 RSU 39
Long-Term Substitute, Grade 7 Special Education

PROFESSIONAL PUBLICATIONS AND PRESENTATIONS

- February 2019 Chapter, Co-author, *Routledge Handbook of Student-Centered Learning and Instruction in Higher- Education*, Routledge Press.

- May 2018 Tech Tools for Student Feedback and Formative Assessment, U Maine System Faculty Institute, Augusta, ME

- March 2018 Presenter- New England Secondary Schools Consortium Conference, Providence, RI

- December 2018 Panel Member- Proficiency-Based Education K-16, Educate Maine Symposium, Portland, ME

- May 2017 Swivl Robot and Teaching Applications, U Maine System Faculty Institute, Augusta, ME

- Fall 2015 Chapter, *Portraits of Student-Centered Classrooms*, Harvard Education Press

- November 2015 Teaching Partners "100 Ways" Website Featured Educator and Presenter, New Orleans, LA.

- June 2015 Maine Commissioner of Education Conference
 Maine Teacher of the Year Program Overview and

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Meaningful K-12 Partnerships to Support Proficiency-Based Education (Two Presentations)

- January-May 2015 RSU 39 Professional Development Course
Co-Instructor for Class Taught to District Employees on Debra Pickering and Robert Marzano's *Dimensions of Learning*
- March 2015 RSU 39 Proficiency-Based Education Symposium
Using "The Three Circles" to Support Effective Instruction: Complex Reasoning, Habits of Mind, Content (Presentation)
- March 2013 Maine Council of English Language Arts Conference Using Satire and Wit in Effective Instruction (Presentation)

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HONORS AND AWARDS

- 2018 Innovative Technology Fellow Grant Recipient
- 2017 Nan Amadeo Award Nominee
- 2016 E-Learning Grant Recipient
- 2012 University of Maine at Presque Isle- Distinguished Alumni Award
- 2012 Maine Teacher of the Year
- 2005 UNUM "Teacher's Hall of Fame Starting 9" Nominee

PROFESSIONAL ACTIVITIES

- 2018 Coordinated August PK-12 Teaching & Learning Institute at UMPI, featuring keynote Brittany Ray and 6 breakout Sessions
- 2018 Served as mentor for University Day Education student presenters
- 2017 Coordinated PK-16 May Institute at UMPI, featuring keynote Speaker Dr. Tony Reibel
- 2016-Present Planned, coordinated and delivered multiple faculty workshops at UMPI, including active learning techniques; instructional technology; proficiency-based methods; book clubs

2015	Invited/Attending Educational Leadership Conference (ECET2) in Seattle, WA by Bill and Melinda Gates Foundation
2015 and 2012	Participant in RSU 39's "Vision Cafe", collaborating on long-term vision and educational goals to support learning
2014- Present	Member of RSU 39's Pilot Team for New Teacher Evaluation
2014	Wrote and Received Grant from Target to take 25 high school students to see <i>La Boheme</i> at University of Maine at Orono as part of inter-disciplinary unit
2013- Present	Member of RSU 39's District Leadership Team
2013- Present	Member of National Network of State Teachers of the Year
2013	Advocated for Reauthorization of Elementary and Secondary Education Act (ESEA) in Washington, D.C. for Maine ASCD
2012-Present	Member of <i>Educate Maine's</i> Council of Advisors
2012	Advisory Board Member for <i>The Teaching Channel</i>
2011	Mentor for Student Teacher from University of Maine at Presque Isle
2009	Wrote and Received Grant from Perloff Family to highlight local history of Loring Air Force Base in a speaker panel, field trip, and commemorative DVD creation
2006-2010	Grant Team Member, Nellie Mae Foundation's <i>Partnerships for College Success</i>

PROFESSIONAL INTERESTS

- o Habits of Mind and PK-16 Influence on Learners
- o Proficiency -Based Education
- o Metacognition
- o Complex Reasoning Skills
- o PK-16 Communication
- o Student Engagement and Motivational Theory
- o Formative Assessment
- o Instruction & Supporting Pre-Service Teachers
- o Technology to Support instruction
- o Blended Learning
- o Cross-Content Literacy Skills

Susan R. White
59 Superior Drive
Caribou, ME 04736
(207)-227-1583 (H/C)
Whitesusan715@gmail.com

Education

High School

- Caribou High School 1987

B/S Elementary Education (Concentration in Social Sciences)

- University of Southern Maine 1992
- Cum Laude

Master of Education – Educational Leadership

- University of Maine Orono 2003
- GPA 3.85

Certificate of Advanced Studies – Educational Leadership

- University of Maine Orono December 2014
- GPA 4.0

Professional Experience

1992 – 1994	4 th Grade Teacher Caribou School Department
1994 – 1995	5 th Grade Teacher Caribou School Department
1995 – 1996	3 rd and 4 th Grade Title I Math Teacher Caribou School Department
1996 – 1997	4 th Grade Teacher Caribou School Department
1997 – 2002	5 th Grade Teacher Caribou School Department
2002 – 2005	Assistant Principal Caribou Middle School
2005 – 2012	Principal Caribou Middle School
2012 – 2014	Principal Limestone Community School
2014 – 2015	Superintendent RSU 39
2015 – 2019	Principal Limestone Community School

Coaching Experience

1992	Caribou High School JV Softball Coach
1993 – 2002	Caribou High School Varsity Softball Coach
1998 – 1999	Caribou Middle School Girls Soccer Coach
2000 – 2001	Penobscot Valley Conference All Star Softball Coach
2003 – 2004	Caribou High School Girls Varsity Volleyball Coach

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Additional Professional Activities

1994 – 1996	Caribou Communication Link Design Team
1995	Project Seed Adapter's Grant
1997 – 2000	Student Recognition Committee at Caribou Middle School
2000 – 2001	Mentor to a first year teacher at Caribou Middle School
2001 – 2002	AARBEC (Advancing the Agenda for Results Based Educator Certification) Mentor
2001 – 2003	Member of Caribou School Department's Grade Promotion/Retention/Advancement Task Team
2002 – 2003	Member of Caribou School Department's New Teacher Induction Task Team
2002 – 2014 and 2015 – Present	Member of the Maine Principals' Association
2002 – 2014 and 2015 - Present	Member of the National Association of Elementary School Principals
2003 – 2013	Caribou/RSU 39 After School Program Community Resource Team
2003 – 2013	Member of CADET (Community Alcohol and Drug Education Team)
2006	Represented the State of Maine at the National SES (Supplemental Educational Services) Conference in Washington DC
2008	Represented the State of Maine at the National Assessment Conference in Los Angeles, California
2008	Co-Presenter at a CIPS (Continuous Improvement Priority School) Workshop in Farmington, Maine

2009	Member of the RSU 39 Facilities Committee
2010	Co-Presenter at the National Plugged In To Reading Institute in Punta Gorda, Florida
2011 – Present	Member of the RSU 39 District Leadership Team
2012	Participated in the RSU 39 Vision Cafe
2013	Attended Bea McGarvey Workshop Series on Mass-Customized Learning
2013	Member of the RSU 39 Vision Task/Writing Team
2013 – 2014	Participated in the NMEC (Northern Maine Educational Collaborative) Leadership Boot Camp Series
2013 – 2014	Member of the Limestone Community School Priority School Leadership Team
2014	Member of the Limestone Community School PTSA (Parent, Teacher, Student Association)
2014 – 2015	NMEC (Northern Maine Educational Collaborative) Board of Directors
2014 – 2015	CACE (Central Aroostook Council on Education) Executive Committee
2014 – 2015	Aroostook Superintendent’s Association
2014 – Present	RSU 39 Building Committee
2014 - Present	Member of the RSU 39 Teacher Evaluation Committee
2014 – Present	Member of the Department of Education’s Priority School Transformational Leaders Network
2016 – Present	Participant in the Department of Education’s MoMEntum Literacy Pilot
2017 – Present	Member of the RSU 39 GEAR Up CAT Team
2019	Member of the University of Maine at Presque Isle Education Program Advisory Committee

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Curriculum Vitae

Leo L. Trudel, MBA, Ph.D.
 Associate Professor of Business
 University of Maine, Fort Kent
 23 University Drive
 Fort Kent, Maine 04743
 (207) 834-7657
leo.trudel@maine.edu

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Education

Academic Degrees:

Doctorate Philosophy	<i>Business Administration</i>	<i>2014 North Central University</i>
MBA Finance	<i>Financial Management</i>	<i>2009 North Central University</i>
MBA Management	<i>Management/Entrepreneurship</i>	<i>1995 Plymouth State University</i>
Business Ed. Cert	<i>Business Ed. Certification</i>	<i>1993 Johnson State University</i>
Bachelor of Arts	<i>Psychology/Education</i>	<i>1983 Franklin Pierce College</i>

Professional Licenses:

Series 55	<i>SEC Limited Representative, Equity Trader</i>
Series 66	<i>SEC Registered Investment Advisor / Combined Uniformed State Law</i>
Series 7	<i>SEC General Securities Registered Representative</i>
State of Maine	<i>SEC Life & Health Insurance License</i>

Professional and Academic Experience

2016 – Present **Associate Professor, University of Maine at Fort Kent**
 Responsible for teaching a variety of courses in the Fall semester related to the Business Management and Accounting degree programs while maintaining the same responsibilities as an assistant professor (see below 2005–2014). Serve as the division representative to the Academic Council and as the faculty representative on the University of Maine System’s Board of Trustees. Applied for and received a research sabbatical for the Spring (2019) semester.

2015 – 2016 **Associate Professor, Business Administration & Accounting Degree, Division Chair/Program Coordinator, University of Maine at Fort Kent**
 Obtained tenure upon receiving a Ph.D. in business with a concentration in financial management. While maintaining the same responsibilities as an assistant professor (see below 2005–2014) there are added responsibilities. These include but are not limited to, serving as Professional Management Division Chair (two years), representing the university on business program accreditation matters, such as: taking courses from IACBE on accreditation standards, writing accreditation reports, attending IACBE conferences, and consulting with administration on accreditation issues. Other duties included: 1) chairing a division restructuring committee. This included conducting focus groups, surveying designated faculty, and writing a report for the Vice President of

7.2

Academic Affairs (VPAA). 2) Assisting interim VPAA with transitioning division programs after two program coordinators left during a summer semester. 3) Serving on academic council as the representative for the Professional Management Division.

- 2005-2014 **Assistant Professor, Business Administration & Accounting Degree, University of Maine at Fort Kent**
 Responsible for teaching a variety of courses related for the Business Management and Accounting degree programs. The following courses have been taught to date: Strategic Planning, Corporate Finance I and II, Investment Management, Technical Analysis, Marketing Research, Managerial Accounting, Accounting I & II, Intermediate Accounting I & II, Business Ethics, Global Marketing, Small Business Management, Micro-Economics, Macro-Economics, Operations and Production Management, Principles of Business, Investment Licensing, Salesmanship, E-commerce, and Innovation Engineering. Other responsibilities include developing and managing the accounting program, developing internships for senior business majors, developing courses and curriculum, advising students, participating in division affairs, and engaging in university service and scholarship. Assisted in developing recruiting initiatives in the United Kingdom, Spain, France, and Belgium.
- 2010-Present **Executive Director of Safe Alternatives, Caribou, Maine**
 Chief Officer and founder of a non-profit medical marijuana dispensary. Responsible for the start-up and strategic planning process of this non-profit, including: writing & filing license, permits and lease agreements, develop financing, oversee hiring & marketing, and being the face for the organization. Developed a: Board of Directors, operations manual, insurance contracts, security system, and acts as a liaison to local, state and federal officials.
- 2009 – 2017 **Adjunct Professor, Husson Graduate School of Business, Bangor, Maine**
 Responsible for teaching graduate level courses: international business, financial management, and market research for an MBA program.
- 2007-2008 **Co-Owner of Silver Sands International, Montego Bay, Jamaica**
 This position served as an international consultant in the U.S. and Jamaica: teaching trading techniques and risk management at various schools and with various trading clients. Other duties included: market making, developing business strategist for Silver Sands Capital Management, providing sales presentations and customer service to high-end net worth clients. Developed and implemented educational seminars for existing and prospective brokerage clients teaching trading strategies. Facilitate and execute complex orders with accuracy and problem solve various issues as they arise.
- 2003 – 2005 **Adjunct Professor for the University of Maine at Fort Kent**
 This position was responsible for teaching courses in a bachelor's degree program in Business Management.
- 2001-2005 **Director of Economic Development, Fort Kent, Maine**
 Responsible to initiate, formulate, design, coordinate, market, implement & monitor various development projects; acquired and managed grants, analyzed & identified opportunities for additional growth; develop & actively implemented

7.2

- economic development strategy; and served as advisor to public officials, staff, business groups, property owners & developers.
- 2000-2001 **Director St. Francis Development Corp, St. Francis, Maine**
This position oversaw a public agency that developed and managed affordable housing and provided rental assistance throughout the community. Responsible for advising the Board of Directors, developed and managed budgets based on federal housing guideline, oversaw staffing of various facilities and sought out granting opportunities to enhance the community.
- 1998 – 1999 **Adjunct Professor for Vermont Technical College, Randolph, VT**
This position was responsible for teaching courses in the business management associate degree program.
- 1998 – 1999 **Chief of Civil Rights, Vermont Agency of Transportation**
This position maintained several Federal regulatory programs with receipts exceeding \$20M. Developed and maintained a small business development program to increase multi-cultural business diversity. Responsibilities included: budgeting, grant writing and administration, market research, marketing the State of Vermont, business education and training, public relations, community planning, conducting performance and financial audits, feasibility studies, policy and budget analysis, forecasting, targeting contract opportunities, acquiring bonding and insurance, marketing development, developing financial strategies, implementing fiscal management controls, designing cost analysis, and aid in developing strategic management plans. Acted as a direct liaison with federal, state, local, and private agencies to implement various programs for public and private concerns.
- 1996 – 1998 **Adjunct Professor for Johnson State College, Johnson, Vermont**
This position was responsible for teaching courses in a bachelor's degree program in Business Management.
- 1992 – 1998 **Economic Development Program Manager, Vermont Agency of Transportation, Montpelier Vermont**
Oversee a multi-cultural FHWA business development program to access federal contracts for minority and women business owners. This included all aspects of business development and the oversight of three business consultants. In addition, this position held was a member of the National Association of State Highway & Transportation Officials Sub-Committee assigned to design, develop, and implement a \$22M software component for The Federal Highway Administration computerized Construction Management System. Developed and designed several database processing and tracking systems, including a spreadsheet and control management system to monitor and analyze operations while maintaining fiscal responsibility.
- 1991-1992 **Marketing Manager, Creative Apparel, Barre, Vermont**
Responsible for: projected sales of over \$3M based upon historical and market data research, increase efficiency of sales force via development of a new training program; identified areas of customer satisfaction and motivation for repeat business, and successfully initiated changes to improve marketing program accordingly; established and maintained a cooperative working relationship with

radio and print media; delivered numerous presentations and workshops for various products and services; developed and presented at various marketing trade shows; designed print media, brochures, announcements and promotional proposals for various activities; responsible for increase in revenues over a three year period of \$10M dollars through various marketing initiatives; aided in coordinating and implementing a tag-line marketing campaign; made cold calls and maintained customer relationships by identifying technical and administrative problems, analyzing needs and developing solutions.

1986-1991

Owner/Manager, Sugar Forest Farm, Cabot, Vermont

Responsible: for all management decisions, from planning through day-to-day operations. Included: contract negotiations, costing, pricing, sales, market planning & development, employee payrolls, staffing, scheduling, budgeting, workmen compensation, budget analysis, insurance, bonding, purchasing, and land use and facilities management.

1983-1986

Cost Accountant, Derektor Shipyard, New Port, RI

Responsible: for all independent job-shops which directly related to a \$350M U.S. Coast Guard contract. This included working directly with supervisors from the following divisions: inside machinists, outside machinists, electricians, sheet-metal workers and carpenters. Managed cost for over 120 employees within four divisions in a 1200 person shipyard. This included: payrolls, supervision, ROI analysis, operations analysis, forecasting, implementing EEO requirements, assisting in conflict resolution, systems planning, quality control, OSHA regulatory compliance, and budgeting.

Outside Activities

- Faculty representative University of Maine System Board of Trustees
- UMFK Academic Council
- Advisor to BREDS, Treasure Beach Foundation, Treasure Beach Jamaica
- Member of the Maine Center for Tourism Research and Outreach, CentRO
- BOD, President of Safe Alternatives, a non-profit based in Frenchville, Maine
- Advisor to UMFK Marketing Committee
- Aroostook County Tourism, Crown of Maine Committee member
- Advisor to UMFK Social Justice Club
- Committee Chair , Boy Scouts of America, Venture Crew 445
- Advisor to UMFK Investment Club
- UMFK Distance Education Committee member
- UMFK Strategic Management Committee member
- Regional Board member to IACBE
- UMFK Athletic Hall of Fame Committee member
- UMFK Club Hockey Coach

Appendix C

Program Audit Focal Areas

Focal Area 1: Learning Outcomes

Have we explicitly defined what we want students who complete our program to know and be able to do? (e.g., as employees, as graduate students, as citizens)

Do we work collaboratively to define program learning outcomes, or is the task delegated to one or a few individuals?

Do we consult sources beyond our own faculty when defining program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we communicate program learning outcomes to students, employers or other stakeholders?

Do we periodically review program learning outcomes to see how they might be improved?

(See also questions in the remaining focal areas on how we use program learning outcomes.)

Focal Area 2: Curriculum and Co-curriculum

Do we consciously design the curriculum and co-curriculum to achieve program learning outcomes?

Do we work collaboratively to design the curriculum and co-curriculum, or do they reflect our individual preferences or decisions?

Do we consider out-of-classroom activities (co-curricular activities) that could complement or be integrated into the curriculum?

Do we consult sources beyond our own faculty when designing the curriculum and cocurriculum? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we clearly communicate curricular and co-curricular requirements and the reasoning behind these requirements to students?

7.2

Do we periodically review the curriculum and co-curriculum to see how they might be improved?

Focal Area 3: Teaching and Learning Methods

Do we consciously consider program and course learning outcomes when deciding which teaching methods we will use in our courses?

Do we discuss our teaching practices with each other and work collaboratively to improve teaching and learning, or is teaching primarily an individual responsibility?

Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we identify best practices in teaching and use this information to improve our teaching?

Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment

Are we measuring the degree to which our students are achieving program learning outcomes?

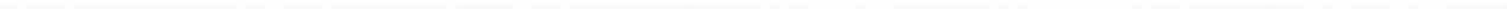
Do we work collaboratively to develop and implement assessments of program learning outcomes, or are these tasks delegated to one or a few individuals?

Do we consult sources beyond our own faculty when designing assessments of program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we discuss assessment data and use our findings to improve our curriculum, cocurriculum and teaching practices?

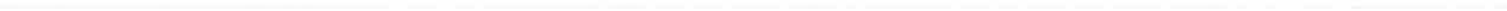
Do we identify best practices in assessment of program learning outcomes and use this information to improve our assessments?

Do we periodically review our assessment methods to see how they might be improved?



Appendix C
Program Audit Focal Areas

7.2



Program Audit Focal Areas

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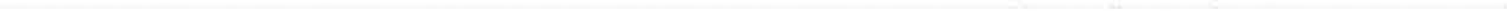
Do we periodically review our assessment methods to see how they might be improved?

Focal Area 5: Support of Quality Education

In what ways do we evaluate ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?

How does our budget promote or restrict our ability to implement improvement initiatives?

How do we engage our student populations (past, present and future) in order to support a high-quality, sustainable program?





AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Career Development (Overview)
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:**
Primary Outcome: Enrollment
5. **BACKGROUND:**

The institutions of the University of Maine System offer a broad array of career development activity and services, tailored to meet the needs of a diverse array of learners. Campus leaders will provide an overview of the services available to students including:

- a profile of students today and what they demand;
- the continuum of service provided from entry into our System through to graduation (and beyond);
- the “value add” of career services to the overall academic experience of the students;
- the tools and technologies in use by the field;
- the opportunities for partnership and sharing of resources across our campuses;
- partnerships with the employer community; and
- the special opportunities and challenges including sharing best practices, developing creative approaches to the delivery of career services and providing our students with a continuum of service which impacts major and career choice and encourages lifelong professional development.

Haley Brown (UMA), Crisanne Blackie (UM), Cyndi McShane (UMF), Nicole Fournier (UMPI) and Andrew Osheroff (USM) will present this overview to the Academic and Student Affairs Committee of the Board of Trustees at its October 28, 2019 meeting.

Resource:

NACE (National Association for Colleges and Employers) Career Competencies:
<https://www.nacweb.org/career-readiness/competencies/career-readiness-defined>

10/17/19

Hiring Guide for Maine Employers

Partnering with Maine Employers to increase the size and skills of the Maine Workforce



8.1

Fall 2019



Office of the Chancellor
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3205
www.maine.edu

Maine Employers:

The University of Maine System is Maine’s largest and most important developer of human capital. Many of the 32,000 students we serve annually are career-focused learners looking for immediate opportunities to join the workforce or build upon their academic experience with internships and service or research-based learning projects.

The University of Maine

We publish the Maine Employer Hiring Guide every semester as part of our goal of keeping as many of our students as possible on a path to Maine workforce and community leadership opportunities. We hope you will use it and the services offered by our campus career service professionals to help us build a stronger connection between your workplace and our institutions.

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

The more ways we can demonstrate the clear and valuable partnerships among employers and educators the more effective we will be at inspiring students and supporting them into successful, Maine-based careers.

Included in this guide you will find a schedule of career fairs and networking opportunities across our campuses where employers can connect with our professionally prepared, job-seeking students. Updates and additional events will be included in the update we publish at the start of the spring semester.

The Hiring Guide for Maine Employers also provides links for posting available positions online and contact information for career service offices at each of the campuses. Our career service professionals would be eager to provide support whether you have a job vacancy, an internship to offer, or just want to learn more about how Maine’s public universities help our students pursue their career goals and connect with employers.

Thank you and we hope to hear from you if we can help meet the workforce needs of your organization.

Sincerely,

Dannel P. Malloy
Chancellor

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University of Maine 3
 University of Maine at Augusta 4
 University of Maine at Farmington. 5
 University of Maine at Fort Kent 6
 University of Maine at Machias 7
 University of Maine at Presque Isle 8
 University of Southern Maine. 9
 University of Maine School of Law 10



Contact: UM Career Center
207-581-1359



To schedule recruiting and information sessions on campus and/or virtual visit:
CareerLink: <https://umaine.edu/career/employers/>

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Project>Login Networking Reception Thursday, October 10	An opportunity for companies to share internship and job openings. Students learn about essential skills in the tech industry and build awareness of opportunities in Maine.
Engineering Job Fair Wednesday, October 16	New Balance Student Recreation Center, over 145 employers are attending.
Engineering Employer Info. Sessions Wednesday, October 16	See website for specific schedule of events to follow the Engineering Job Fair. Employers will be hosting sessions about the specific internships and full-time opportunities at their organizations and provide additional networking opportunities.
Engineering Interviews Thursday, October 17	Students will participate in on campus interviews with engineering job fair employers, for internships and full-time opportunities.
International Careers November TBD	Partnering with the School of Policy and International Affairs to host a session for students to hear from Mr. Philip Beekman, Diplomat in Residence and discuss international careers.
Interview Prep Workshop Thursday, November 14	This workshop is designed to prepare health professions students for their interview process.
Marine Sciences Career Panel December 4	2 p.m. Career Center Library. This event is co-hosted by the Marine Science Professional Development Club and the University of Maine Career Center.
Resume/CV Development Friday, December 6	Graduate students will learn how to develop a resume or CV for their specific needs. This program is in partnership with the University of Maine Graduate School.
Career Fair Wednesday, February 5, 2020	Over 150 employers are expected to participate in this event, recruiting students from all majors.

We offer the opportunity for employers to do on-campus recruiting and on-campus or virtual information sessions. Information sessions are also available for graduate and professional schools. Employers can access these opportunities through CareerLink: <https://umaine.edu/career/employers/>

Web: <https://umaine.edu/career/> | Email: umainecareercenter@maine.edu
Facebook: <https://www.facebook.com/UMaineCareerCenter/> | Twitter: @UMaineCareerCtr

Dates and venues subject to change. Please contact Career Service office to confirm.

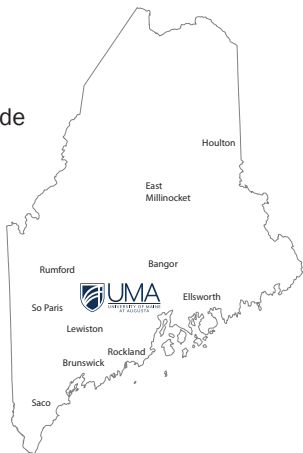


Contact: UMA Career Connections
207-621-3149



UMA Locations

UMA provides services to students through a statewide network of local centers. Employers looking to connect with students and/or graduates in a specific region, may contact a UMA Center at <https://www.uma.edu/locations/>



New Ventures Maine

New Ventures Maine offers tuition-free workshops and individual coaching to help students complete their education, learn about growing career fields, connect with local employers, and find good jobs. <https://newventuresmaine.org/programs/build-your-career/>

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UMA CareerLink

Post job and internship listings with us at <https://uma-csm.symplicity.com/employers>
To schedule on-campus or virtual recruiting and information sessions, please contact us at umacareer@maine.edu

Career Planning Workshops (via Zoom)
September - December 2019

A variety of workshops spanning all aspects of career planning (resume/cover letter writing, interviewing, internships, applying to graduate school, LinkedIn, etc.) will be offered at a distance using the Zoom platform. The sessions are free and open to the general public, unless otherwise noted. FMI or to register: <https://www.uma.edu/academics/advising/career-connections/career-workshops/>

Project>Login Networking Reception at UMA
Thursday, October 24

These events provide opportunities for companies to share their internship and job openings with hundreds of Maine's most talented college students with technology skills. Students are able to learn about the most essential skills in the industry and build awareness of the meaningful opportunities available right here in Maine. The events are FREE for employers thanks to the support of Maine's higher education institutions and sponsoring companies.

These networking receptions are part of a statewide series of relationship-building events to connect aspiring technology professionals and Maine employers. The events are facilitated by Project>Login, a program of Educate Maine, and Live+Work in Maine.

State of Maine Hiring Panel
Wednesday, November 20

UMA will host a panel of human resource professionals representing a variety of state agencies to share advice and information on what it is like to work in a government setting.

Etiquette Dinner
Monday, December 2

Business dinners and power lunches are where so many key decisions are made and social meals are where relationships are formed. The dinner will cover the fundamentals of table manners, addressing everything from place settings and good posture to networking strategies.

www.uma.edu/academics/advising/career-connections/

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Cynthia McShane
(207) 778-7035



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The University of Maine at Farmington hosts multiple opportunities throughout the academic year for students to connect with employers for undergraduate employment, internships and post graduate career employment. In addition to career fairs and panel discussions, the UMF Office of Career Services is available to work individually with students or directly with employers to assist in their recruiting efforts.

Graduate School and Other Post-College Opportunities Month

October, 2019

During the entire month of October, UMF Career Services invites employers, graduate school representatives, and other programs to join our campus for informal tabling events, presentations, and class visits. This event coincides with our student preregistration season, and is designed to support student decision making as they think about their next semester.

Outdoor Recreation Job Fair

Monday, October 28

Career Services welcomes professionals from Maine’s Outdoor Recreation industry to campus to present employment opportunities to students.

Maine Summer Camp Fair

Monday, February 3, 2020

In coordination with the Maine Summer Camps Organization, UMF will showcase 30 of Maine’s best summer camps to present employment opportunities to students and meet a critical need in today’s workforce.

UMF Career Fair

Monday, March 2, 2020

Career Services welcomes employers to campus to meet with students who are looking for their first post-college career or summer employment.

UMF Education Career Fair

Monday, March 9, 2020

Career Services welcomes school districts and educational organizations to campus to meet with our senior Student Teachers as they search for teaching positions and fill a significant need in Maine’s employment sector.

Drop-in Hours & Specialized Workshops

Career Services has drop in hours and specialized workshops throughout the semester. These opportunities are designed to support our students as they prepare for meaningful work. Call or email for more information.

For Employers Recruiting Students

We offer employers individual opportunities to schedule a visit to campus anytime they are interested in recruiting students or would like to participate in a campus event. Please call (207)778-7035 or email cynthia.mcshane@maine.edu to schedule a day and time.

Important Links

Website: <http://www2.umf.maine.edu/careers/>

Post to UMF’s Job Board: <http://www2.umf.maine.edu/careers/register-to-recruit-at-umf-umf-job-board/>

Career Services Events: <http://www2.umf.maine.edu/careers/job-fairs-and-career-events/>

Facebook: <https://www.facebook.com/umfcareers/>

Twitter: <https://twitter.com/UMFCareers>

email: cynthia.mcshane@maine.edu

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Tammy Delisle
207-834-8647



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Linked-In group is designed and being utilized to reach alumni and current students.
Career Services is posting open jobs and articles to this platform.

<https://www.linkedin.com/groups/8663029/>

First Year Experience classes

All Freshmen will complete a Career Exploration and Resume Writing project. Students may engage in informational interviews with local professionals.

On-Campus Interviews for Summer Internships

Irving Woodlands, LLC
Weyerhaeuser
Maine Forest Service

On-Campus Informational Sessions

DFAS - Defence Finance and Accounting Services

Professional Development Series

Career focused events to help students be better prepared and to connect students with professionals and employers:

September 24 - Customer Service/Professionalism
United Insurance

October 1 - Resume: What Employers Want
Irving Woodland LLC

October 16 - Reputation: Why it Matters
Maine Forest Service

October 23 - Interview Skills
Daigle Oil Company

November 4 - LinkedIn
Kirsten Thompson, AP4ME Coordinator

November 6 - Marketing Yourself
JMG

Making Connections Newtorking Event

6:00 - 8:00 pm

Thursday, November 21

<https://career.umfk.edu/>

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Jo Ellen Scribner
207-255-1228



8.1

Career Link

Employers can access recruiting opportunities by joining the CareerLink program at <https://machias.edu/career-services/career-center/> or by emailing job announcements to Jo-Ellen Scribner at ummcareer@maine.edu

Check us out on Facebook: <https://www.facebook.com/UMMachiasCareerServices/>

Career Cafe
Fall Semester

Available live from campus and/or on Zoom
A chance for students to explore, prepare, and build confidence and professionalism as they seek experiential learning opportunities in the Maine workforce. Thirty-minute sessions begin at noon in Kilburn Commons on the UMM campus and will include:

- October 9 - **Are You on the Right Career Path?**
- October 16 - **Blah-to-Brilliant Resumes**
- October 30 - **Jump-start the Application Process**
- November 6 - **Mock Interviews**
- November 20 - **Career vs. Job**
- December 4 - **Engaged Clipper Wrap-up**

Engaged Clipper Chatroom

Tune in weekly - Thursdays 4-5 pm on WUMM 91.1 radio in Machias or livestream on the web at machas.edu

UMM's Career and Alumni Relations Center will hold live interviews with alumni and employers from around the state. Employers will offer tips on resume essentials, job interview expectations and the career skills needed to be successful in the workplace. Alumni will share their experiences with finding careers in their programs of study.

Career and Alumni Relations Center Events

Tuesday, October 22
Monday, November 4

UMaine Graduate School to Vist UMM
Senior Etiquette Dinner

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Nicole Fournier
207-768-9589



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Employers, to post positions, visit:

<https://www.umpi.edu/offices/career-readiness/for-employers/>
www.umpi.edu/offices/career-readiness/

The Office of Career Readiness can set up a time for employers to do recruiting at any time on campus. We have a variety of locations for employers to use.

Office of Career Readiness Virtual Open House for Employers

Wednesday, October 23

Employers will have the opportunity to “visit” the Career Readiness Office to ask questions, learn how we can collaborate, hear more about the services we offer, and see how easy it is to post a job or internship opportunities with us. Email Nicole Fournier, Director of Career Readiness to sign up. A zoom link will be provided with your confirmation.

Student Career Readiness Day

Tuesday, October 29

Sponsored by the Student Government Association and the Office of Career Readiness Students will have the opportunity to get professional photos taken and cover letter/resume reviewed, as well as participate in mock interviews prior to graduation. Employers are invited to offer career advice, network, review resumes/cover letters, provide short mock interviews, and give feedback to our graduating students. Employers wanting to participate should contact Nicole Fournier, Director of Career Readiness, at nicole.l.fournier@maine.edu or 768-9589.

Momentum Aroostook/ MMG Insurance/Office of Career Readiness Networking Social

Thursday, November 7

Hosted by MMG Insurance. Momentum Aroostook and UMPI’s Office of Career Readiness are partnering to offer a unique networking opportunity. Employers are welcome to join in an evening of networking with both students from UMPI and area professionals connected with Momentum Aroostook. The event will not only give students a chance to practice their networking skills, but also provide employers with connections that support their businesses or organizations.

Graduate School Fair

Tuesday, November 19

UMPI’s Office of Career Readiness will again hold its Graduate School Fair, providing students with resources and information about going to grad school once they finish their bachelor’s degree. Employers and community members wanting information about graduate school programs including completely online options are invited to attend.

Cookies and Careers

Wednesday, December 11

Students can join members of the UMPI Alumni Association for cookie decorating and informal networking, right in Kelley Commons. UMPI students will have the opportunity to interact with alumni from various career paths while decorating seasonal cookies. There will be no additional charge to students with a meal plan. Brought to you in collaboration with the Office of Career Readiness. Alumni wanting to participate are encouraged to contact Craig Cormier '06 Director of Alumni Relations and Annual Giving at 207 768.9425 or craig.cormier@maine.edu

Campus to Career Distinguished Graduate Mock Interview Panels

December 1 - 14

Panels are scheduled according to student and employer availability. Exact times and locations are provided to the panel members. Employers are invited to participate on panels to assess student career readiness skills as these students prepare for graduation and the workforce. Employers wanting to participate should contact Nicole Fournier, Director of Career Readiness, at nicole.l.fournier@maine.edu or 768-9589.

Email: nicole.l.fournier@maine.edu

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Andy Osheroff
207-780-4695



8.1

To post a job or internship: <https://usm.maine.edu/career-and-employment-hub/usm-career-connections-business-community-partners>

To see events and register: <https://usm.maine.edu/career-and-employment-hub/events-0>

To get more involved in the USM community, join our Corporate Partners program.
More information about the benefits are available here: <https://usm.maine.edu/corporatepartners>

Engineering Hiring Event

Thursday, October 10

Engineering companies will be on the Gorham campus to recruit USM engineering students and alumni as employees and interns. Students will have a chance to tell employers about their capstone projects, and faculty will be leading tours of the John Mitchell Center, the state-of-the-art building that houses the Engineering Department.

Professional Networking Dinner (in partnership with our Student Chapter of American Marketing Association)

Thursday, October 17

This exciting event creates a space for nearly 100 students and professionals to network and practice professional meal etiquette. Students and alumni have the opportunity to make connections to employers while strengthening their professional skills. Last year, this event won the USM Event of the Year Award at the Student Leadership Awards Gala!

Career Takeoff Series: Internship Readiness

Friday, October 25

During the first session of our Career Takeoff workshop series, students will learn how to prepare themselves for an internship. Joined by community employers, the Career & Employment Hub staff will lead students in a discussion of how to master professional skills that will make them stand out from the crowd.

Fall Job & Internship Fair

Thursday, November 7

Over 100 employers will gather on the USM Portland campus to recruit for full-time, part-time, volunteer, internship and work study positions. Not only is this a fantastic opportunity for USM students and alumni, but this event is also open to the public. Each semester nearly 1000 job seekers attend! Free professional headshots are offered to all participants.

Career Takeoff Series: LinkedIn & Personal Branding

Thursday, December 5

The Career & Employment Hub, along with business and community partners, will present to students on how to brand themselves online and through their LinkedIn accounts. Attendees will have the chance to network with local professionals while learning to create a stellar online presence for employers to view.

<https://usm.maine.edu/careerhub>

Dates and venues subject to change. Please contact Career Service office to confirm.



Contact: Maine Law Career Services Office
207-780-4796



8.1

Throughout Maine and beyond, employers of all sorts (not just law firms!) are recognizing the exceptional value of hiring the Law School’s students and graduates.

If you are interested in learning more, we would love to hear from you. Please contact us by email at lawcareer@maine.edu, or by telephone at (207) 780-4796.

On Campus Interviewing

If you are an employer, you may use the Law School’s Career Services Office to publicize open positions, collect résumés and other application materials, schedule initial interviews, and facilitate second interviews. On-campus recruiting generally takes place during the fall and spring semesters, and the Career Services Office distributes invitations to participate in on-campus interviewing twice yearly via email. However, we would be pleased to hear from you at any time, and you will find us very accommodating of your particular needs.

Free Advertising of Internship and Employment Opportunities

The Career Services Office will post your full-time, part-time, permanent, or temporary openings on our online student and alumni job boards and in our monthly alumni jobs bulletin at no cost to you.

Opportunities to market your organization

Send your representatives to participate in our various panel presentations, career-related workshops, and other events to raise your profile within the Maine Law community and get to know our students better.

<https://mainelaw.maine.edu/career-services>

FOUR-YEAR SCHOOLS

8.2



THE 2019 STUDENT SURVEY REPORT

ATTITUDES AND PREFERENCES OF BACHELOR'S DEGREE STUDENTS AT FOUR-YEAR SCHOOLS



NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS
62 HIGHLAND AVENUE, BETHLEHEM, PA 18017 | WWW.NACEWEB.ORG | 610.868.1421





8.2



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ABOUT THE SURVEY

The *2019 Student Survey Report*, the 13th in this series published annually since 2007, discusses the attitudes, behaviors, and outcomes of college students across the United States. Although NACE surveyed all levels of college students, including graduate students, this report focuses on the responses of seniors graduating by June 30, 2019. This report discusses and provides data on their use of the career center; their perceptions of their career readiness; their plans for after graduation; how they searched for jobs, including their use of social media for this purpose; and their job preferences related to benefits and work environment. In addition, this report includes in-depth analysis of the impact of students' internships on these aspects of their transition from college to work. To sharpen its analysis, NACE has included some discussion of statistical significance where appropriate. Statistical significance refers to the idea that the differences or relationships NACE uncovers in its analyses are actual and true in the population, not just due to chance or "random sampling variation."

Data were collected from February 13, 2019, through May 1, 2019. A total of 22,371 students responded from 470 NACE-member colleges and universities. Please see Appendix A for

a list of participating institutions. By class, 4,118 freshmen; 3,642 sophomores; 5,049 juniors; 6,475 seniors; 2,384 master's students; and 516 doctoral students responded to the survey. The focus of the report, however, is on the experiences of the 3,952 graduating seniors who participated.

A few notes about the data in this report:

- Statistics were calculated based on the number of respondents for that question, as every question was optional.
- The sum of percentage breakdowns may not equal 100 due to rounding or, in cases where the sum substantially exceeds 100, because respondents were asked to select all responses that apply.
- In figures that compare sub-groups (e.g., internship status) with the overall sample, the overall sample size will be larger than the sum of the sub-groups because many respondents did not provide information on their sub-group status. For example, there are 3,952 graduating seniors in the sample, but only 3,118 indicated whether they were an unpaid or paid intern, or had never been an intern during their college career.
- With a large sample size, NACE has decided to use $p < .01$ as the threshold for statistical significance.

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KEY INSIGHTS

- Students with a paid internship received nearly 50 percent more job offers than those who had either an unpaid internship or no internship.
- Paid interns began looking for a full-time job slightly more than seven months prior to graduation, while unpaid and never interns began looking for their jobs slightly less than five months before graduating.
- Half of paid interns intend on working for a private, for-profit company, compared to 20 percent of unpaid interns and 24 percent of never interns. On the other hand, nearly 14 percent of unpaid interns intend on working for a nonprofit organization, compared to only 8.7 percent of paid interns.
- Paid interns are much more likely to have accepted a full-time offer by the time of this survey than are unpaid interns or never interns. In fact, 39.1 percent of paid interns had already accepted an offer, compared to 14.8 percent of unpaid interns and 13.1 percent of never interns.
- Paid interns expect to make \$10,000 more than both unpaid and never interns.
- Students who end up as paid interns are much more likely to visit the career center in their freshman year than those who end up as unpaid or never interns.
- For the most part, the career services that are most used—resume assistance, career counseling, and job-search assistance—are also viewed as the most helpful.
- The importance of digital technology was cited by more paid interns than unpaid or never interns. However, the importance of global/intercultural fluency and career management skills were endorsed by more unpaid interns.
- Never interns rated themselves less proficient in professionalism, teamwork, critical thinking/problem solving, leadership, and career management. All of these competencies are directly related to skills interns would improve on the job.
- Most paid and unpaid interns reported that their internships improved their professionalism, teamwork, communication, and critical-thinking/problem-solving skills.
- Slightly more than three out of four interns—both paid and unpaid—said they were either extremely or very satisfied with their internships. This nearly matched the three out of four who were likely to accept a full-time position from the same employer with which they had their internship.
- If interns thought their co-workers were helpful and friendly, they were almost 14 times more likely to say their internship experience was very or extremely satisfying than those who did not say their co-workers were helpful and friendly.
- Slightly more than half of paid interns used the career center, compared to 40 percent of unpaid interns and 35.8 percent of never interns.
- Not only did paid interns make greater use of career fairs, about three in eight felt career fairs were very or extremely helpful, compared to about one-fifth of unpaid and never interns.
- Thirty-three percent of all graduating seniors were offered an interview by an organization they met at a career fair; however, 50 percent of paid interns received an interview, while 20 percent of unpaid interns and 23 percent of never interns received one.
- Students most frequently use social media for researching employers, posting their resume to a public profile, and, communicating with friends and family about positions and companies.
- Students indicated they are much more comfortable with employers contacting them on social media rather than the other way around.
- All groups of students cited the opportunity to develop skills that are applied and specific to the job, and friendly co-workers as the most important attributes of a position.
- Students clearly indicated that a higher starting salary was the number one factor that would break a tie between two otherwise identical job offers.
- Paid interns felt that having a 401(k) and bonus, the opportunity for flextime hours and to telecommute, and frequent performance reviews were all significantly more important than did unpaid and never interns.
- Fifty-two percent of business majors and 39 percent of STEM majors were paid interns, while only 14 percent of public service and 20 percent of liberal arts majors were paid interns.
- STEM and business majors both averaged 1.11 job offers compared to .84 for public service majors and .79 for liberal arts majors.
- Career centers should reach out to marginalized groups and strongly encourage them to make use of helpful services, especially assistance in obtaining internships and/or co-ops.

TRENDS AND ANALYSIS

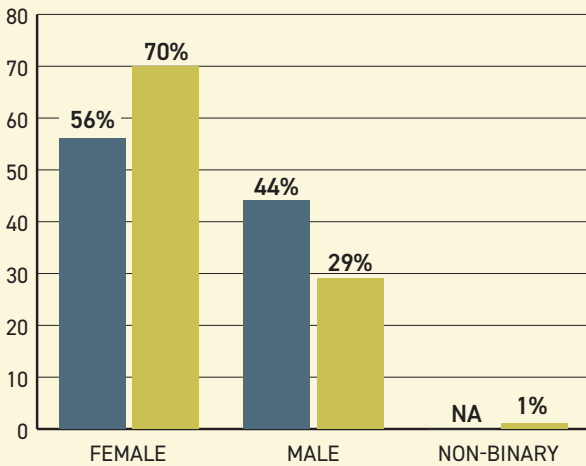
For the past 13 years, NACE has asked students questions about their attitudes, behaviors, and preferences related to their experiences at their institution of higher education. This year is no different, however, the *2019 Student Survey Report* will focus on the differences between those who have engaged in a paid internship, those who have engaged in an unpaid internship, or those who have never engaged

in an internship. Thus, the following sections compare students' experiences, preferences, and attitudes across their job prospects; use of the career center; perceptions of their career readiness; plans for after graduation; approaches to their job search, including their use of social media for this purpose; and job preferences related to benefits and work environment.

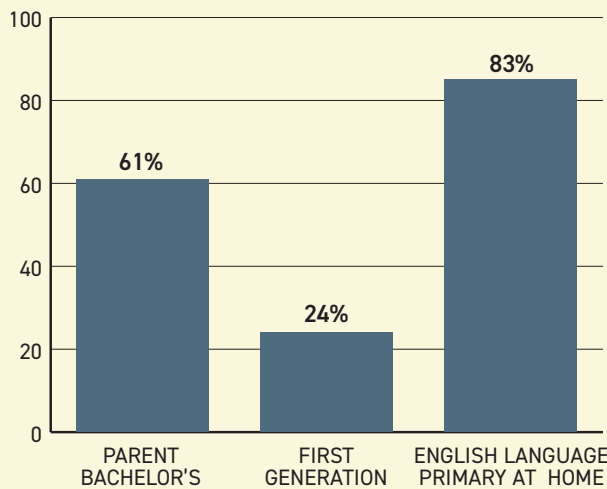
Figure 1: Demographics

COLLEGE POPULATION (Blue) | NACE SURVEY POPULATION (Yellow)

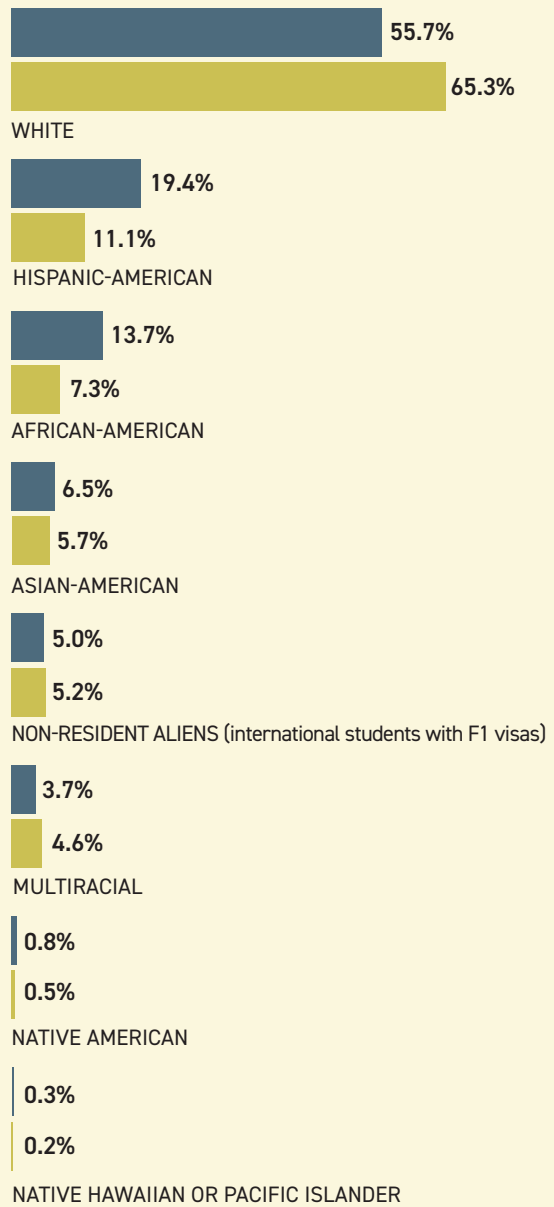
GENDER



OTHER DEMOGRAPHICS



RACE-ETHNICITY



**2019 STUDENT SURVEY
SAMPLE DEMOGRAPHICS**

The demographic characteristics of the survey sample is a reasonable approximation of the college-going population, but it does skew more female and more White. Figure 1 provides the gender and race-ethnicity percentages for the sample compared to the most recent national statistics posted by the National Center for Education Statistics (NCES).

As this report will focus on differences between paid, unpaid, and never interns, figures 2 – 4 provide the details on how many graduating seniors fall into these categories as well as the breakdown of the types of paid and unpaid

internships that comprise these broader categories. For the remainder of the report, any mention of interns also includes students engaged in co-ops because only about 2.4 percent of graduating seniors had taken part in one. Additionally, where NACE reports internship status, it also provides the overall statistics for all graduating seniors. When there are no differences between the intern status sub-groups, NACE reports the overall statistics only. The breakdown of internship status falls fairly evenly among those who were paid, unpaid, and never interns as shown by Figure 2. It is important to note that slightly more than four in 10 unpaid interns worked at nonprofits, while two-thirds of paid interns worked at for-profit corporations; this difference may help to partially explain the findings in this report.

Figure 2
Intern status

	Frequency	Percent of Respondents
Never intern	995	31.9%
Unpaid intern	1,003	32.2%
Paid intern	1,120	35.9%
Total	3,118	100.0%

Figure 3
Have you taken part in an internship and/or co-op program since starting college?

	Percent of Respondents
Yes, internship	59.5%
Yes, co-op	2.7%
Yes, both	2.4%
No	35.4%
Total Respondents	3,161

Figure 4
Internship/co-op type, paid vs. unpaid

	Percent of Respondents
Paid: Private, for-profit company	34.2%
Paid: Nonprofit organization	10.4%
Paid: State or local government	5.2%
Paid: Federal government	2.9%
Unpaid: Private, for-profit company	13.0%
Unpaid: Nonprofit organization	19.8%
Unpaid: State or local government	12.5%
Unpaid: Federal government	2.0%
Total Respondents	2,123

POST-GRADUATION PLANS

To frame the discussion in this report, NACE begins with its most striking finding. Although prior NACE research has shown that students who engage in experiential learning, either through internships or co-ops, are much more likely to get a job offer after graduating college, this research indicates that the type of internship matters a great deal. Indeed, Figure 5 shows that students with a paid internship received nearly 50 percent more job offers than those who had either an unpaid internship or no internship. Figure 8 also shows the likelihood of each group receiving at least one full-time job offer, indicating that 38 percent of all graduating seniors received at least one offer, while 55 percent of paid interns received at least one as well. These are the highest job offer numbers seen since NACE began tracking these data in 2007, which is an imposing year to reference in this context because the Great Recession

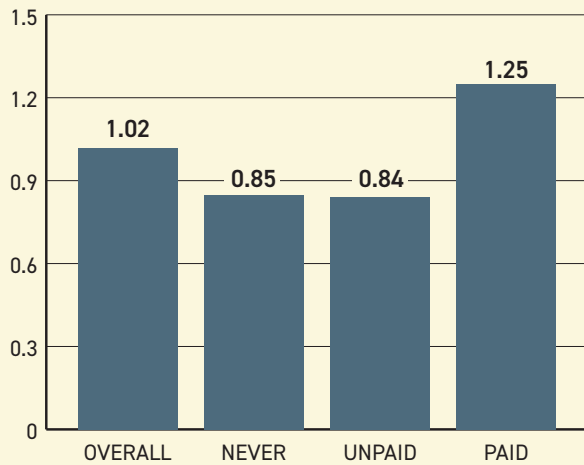
began the following year. Given the results this year, it is somewhat surprising that those with an unpaid internship performed similarly to those who never had an internship. The rest of this report will explore the differences between paid, unpaid, and never interns with the aim of identifying differences in their behaviors, attitudes, and other characteristics, such as their major and personal demographics.

STARTING THE JOB SEARCH (FIGURES 6 - 8)

Paid interns began looking for a full-time job slightly more than seven months prior to graduation, while unpaid and never interns began looking for their jobs slightly less than five months before graduating. In addition, 81.7 percent of paid interns had already started looking for a job at survey time, compared to 69.0 percent of unpaid interns and 62.9 percent

Figure 5: Job offers by internship status

NUMBER OF OFFERS



AT LEAST ONE OFFER

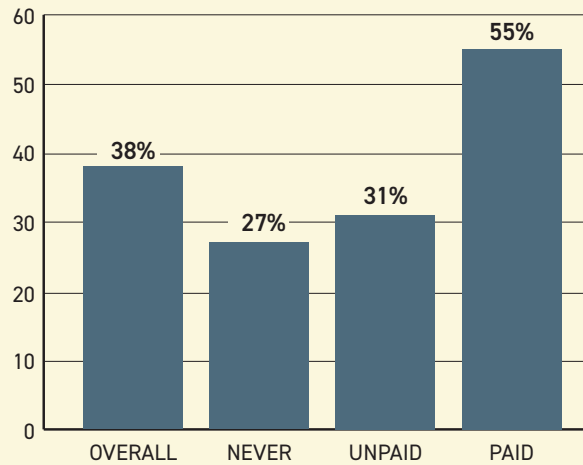


Figure 6
Started job search by the time of the survey

	NUMBER OF MONTHS		STARTED JOB SEARCH AT ALL	
	Mean	Total Respondents	Percent of Respondents	Total Respondents
Never intern	4.9	752	62.9%	623
Unpaid intern	4.8	821	69.0%	686
Paid intern	7.0	977	81.7%	908
Overall grad seniors	5.6	2,694	71.2%	3,289

Figure 7
Applied for a full-time job by the time of the survey

	Percent	Total Respondents
Never intern	45.5%	990
Unpaid intern	51.1%	996
Paid intern	75.4%	1,112
Overall grad seniors	57.7%	3,292

of never interns. These differences are statistically significant ($p < .001$). Figure 7 shows that 75 percent of paid interns had already applied for a full-time job as of survey time, compared to 51 percent of unpaid interns and 45.5 percent of never interns ($p < .001$).

POST-GRADUATION INTENTIONS (FIGURE 8)

Examining their post-graduation intentions also illuminates telling differences. Half of paid interns intend on working for a private, for-profit company, compared to 20 percent of unpaid interns and 24 percent of never interns. On the other hand, nearly 14 percent of unpaid interns intend on working for a nonprofit organization, compared to only 8.7 percent of paid interns. Additionally, 9.4 percent of unpaid interns intended on teaching, compared to only 1.9 percent of paid interns. These intentions help paint a picture of who the members of these groups are. Most telling about the never intern group is that 12.3 percent of them are not sure what

they intend on doing as of survey time—merely two to three months before graduating—compared to 8.6 percent of unpaid interns and only 5.6 percent of paid interns. Career centers would best serve never interns by helping them to explore their interests and goals to reduce the number of graduating seniors who are still not sure of what they want to do.

RESPONDING TO FULL-TIME OFFERS (FIGURES 9 - 12)

As shown in Figure 9, paid interns are staggeringly more likely to have accepted a full-time offer by the time of the survey than are unpaid interns or never interns. In fact, 39.1 percent of paid interns had already accepted an offer, compared to 14.8 percent of unpaid interns and 13.1 percent of never interns. Because companies actively seek to convert their interns into full-time employees, this result is not entirely surprising, but the differences are stark and statistically significant ($p < .001$).

Figure 8
Intentions for after graduation

	INTERN STATUS			
	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Continue my education as a full-time student at the next degree level	24.3%	27.3%	17.5%	22.8%
Work for a private sector company or corporation	24.3%	20.3%	49.9%	32.1%
Work for a nonprofit organization (hospital, university, social service agency, etc.)	9.3%	13.8%	8.7%	10.5%
Work for a state or local government	5.6%	6.6%	4.1%	5.3%
Work for the federal government	2.0%	1.7%	2.5%	2.1%
Teach	6.8%	9.4%	1.9%	6.3%
Begin my own business	1.7%	0.7%	1.4%	1.3%
Pursue an internship/fellowship	6.7%	5.6%	4.5%	5.6%
Enter the military	0.8%	0.6%	0.5%	0.6%
Take some time off (to travel, etc.)	6.1%	5.3%	3.4%	4.8%
Not sure	12.3%	8.6%	5.6%	8.7%
Total	100%	100%	100%	100%

As expected, paid interns had higher salary expectations than unpaid and never interns. NACE asked them about their salary expectation by ranges, so the mean is not appropriate to use here; according to their median responses, paid interns expect to make \$10,000 more than both unpaid and never interns, as shown in Figure 10. NACE also asked students what their salary was going to be if they had already accepted a full-time position. Interestingly, although never interns reportedly earned equal to their expectations, paid interns actually reported earning more than their expected salary, and unpaid interns reported earning less than their expectations. With low sample sizes of self-reported salaries, these results should be interpreted with caution.

Students were asked if they had been offered and rejected a full-time position, and, if so, what their reasons were for rejecting it. Remarkably, there were no statistically significant differences based on intern status. Paid interns were slightly more likely to say the salary was insufficient (which makes sense based on their higher expectations) and slightly more likely to say they were waiting for a better offer, but these differences were not statistically significant; thus, NACE only provides the overall reasons in Figure 12. There were a large number of “other” responses, which generally included combinations of the available options and/or a decision to continue their education rather than accept the job offer.

Figure 9
Already accepted a full-time job by survey time

	INTERN STATUS			Overall Grad Seniors
	Never Intern	Unpaid Intern	Paid Intern	
Yes	13.1%	14.8%	39.1%	22.4%
Total Respondents	987	995	1,100	3,274

Figure 10
Starting salary expectations

	Never Intern	Unpaid	Paid	Overall Grad Seniors
Median Salary	\$40K - \$45K	\$40K - \$45K	\$50K - \$55K	\$40K - \$45K
Total Respondents	908	957	1,078	2,980

Figure 11
Starting salaries for graduating seniors who have accepted a full-time offer

	Never Intern	Unpaid	Paid	Overall Grad Seniors
Median Salary	\$40K - \$45K	\$35K - \$40K	\$55K - \$60K	\$45K - \$50K
Total Respondents	123	145	420	710

Figure 12
Reasons for not accepting offer

	Percent of Respondents
Wait for better offer	33.4%
Job doesn't match career aspirations	19.2%
Job not in preferred location	13.6%
Salary is insufficient	8.5%
Benefits are insufficient	3.5%
Other	54.8%
Total Respondents	1,756

Note: Percentages will not sum to 100 because respondents were asked to select all that apply.

USE OF THE CAREER CENTER

Given the differences in post-graduation plans and preferences based on intern status, one might expect that paid, unpaid, and never interns interact with the career center in different ways. In fact, the data suggest there are both differences and similarities across the groups related to their reasons for visiting, when they first visited the career center, their number of visits, and the services they used and found helpful.

REASONS FOR VISITING THE CAREER CENTER (FIGURES 13 AND 14)

Students were asked why they visited the career center. Paid interns were more likely to endorse each of the reasons listed in Figure 16. For example, 35 percent of

paid interns said they visited the career center for career exploration, while only 25 percent of never interns said they visited the career center for that reason. Of note, 35 percent of paid interns also said they visited the career center for help obtaining an internship or co-op compared to 10 percent of never interns. These results help reinforce the notion that career centers help students obtain internships, thereby helping them get full-time job offers. When NACE asked students about their primary reason for visiting the career center, both paid and unpaid interns cited help getting an internship or co-op. Meanwhile, never interns cited help with a job search as their primary reason for visiting, which indicates that never interns visit the career center later in their college tenure.

Figure 13
Reasons for visiting career center

	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Career exploration	24.9%	30.0%	34.9%	29.7%
Advice on academic programs (majors/courses) related to a career path	24.0%	25.3%	24.8%	24.1%
General career advice	26.0%	30.1%	34.4%	30.0%
Help with a job search	21.5%	21.1%	29.0%	23.8%
Help with an internship or co-op search	10.3%	28.3%	34.9%	24.5%
Never visited	38.0%	27.8%	21.6%	29.5%
Other (please specify)	17.9%	20.8%	22.3%	19.3%
Total Respondents	992	998	1,119	3,757

Figure 14
Primary reason for visiting career center

	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Never visited	38.3%	27.9%	21.5%	29.5%
Help with an internship or co-op search	3.6%	14.6%	16.3%	11.6%
Help with a job search	14.8%	11.2%	15.6%	13.9%
General career advice	13.0%	14.3%	14.1%	13.5%
Other (please specify)	8.9%	12.7%	13.8%	11.6%
Advice on academic programs (majors/courses) related to a career path	11.1%	10.7%	9.7%	10.2%
Career exploration	10.2%	8.6%	8.8%	9.7%
Total Respondents	990	1,000	1,120	3,757

VISITING THE CAREER CENTER (FIGURES 15 AND 16)

It appears that paid and unpaid interns are more forward-thinking in their career planning, not only regarding their reasons for visiting the career center, but also when they make their first visit. Students who end up as paid interns are much more likely to visit the career center in their freshman year than those who end up as unpaid or never interns. This is not to suggest a causal relationship, in that if students visit the career center in their freshman year, they will become paid interns. However, the behavior

patterns of students who end up getting paid internships are evident. Generally speaking, they are students who seek help obtaining an internship, and they visit the career center early and often. NACE asked students how often they visited the career center per year, both in-person and online (where online visits were defined as scheduled meetings or using online resources, not random emails to staff). Clearly, Figure 16 shows that paid interns visit the career center more frequently than everyone else. The differences in total visits between all three groups are statistically significant.

Figure 15: First visit to career center

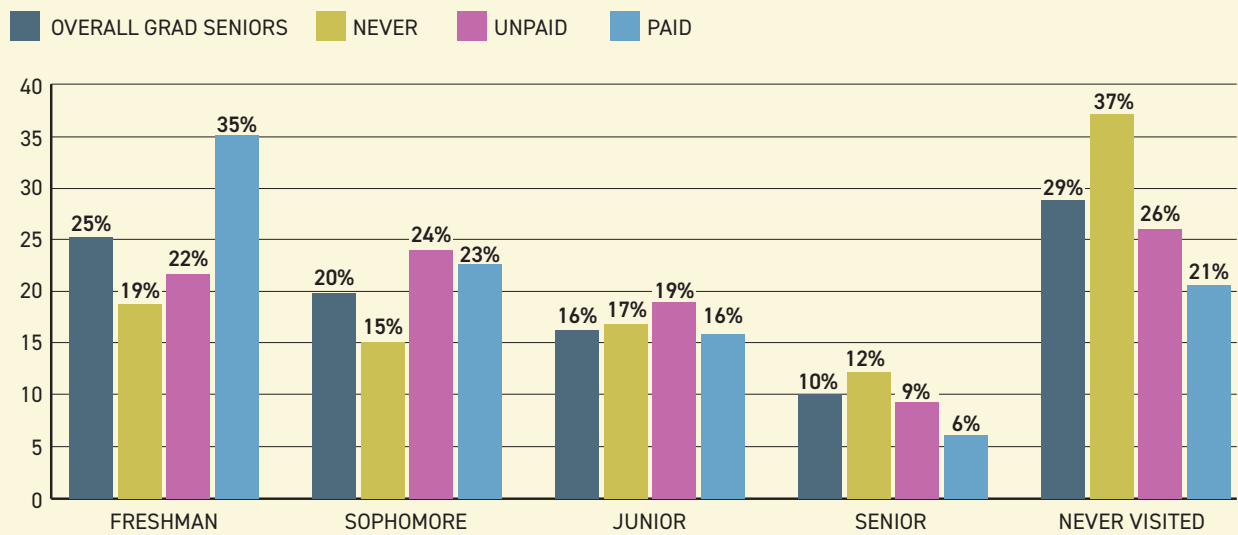
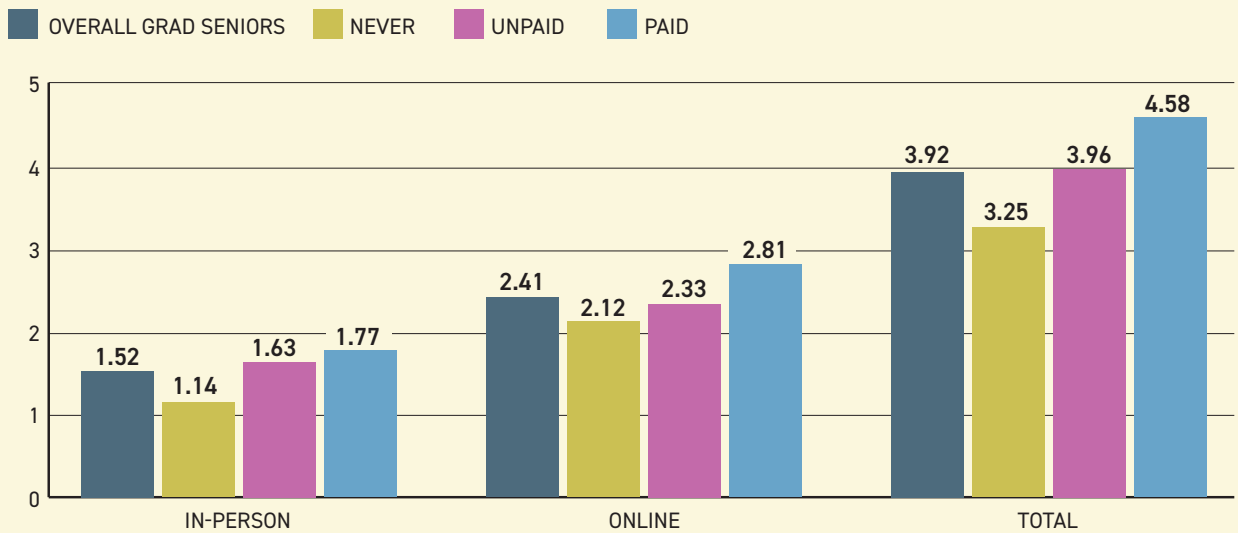


Figure 16: Number of visits to career center



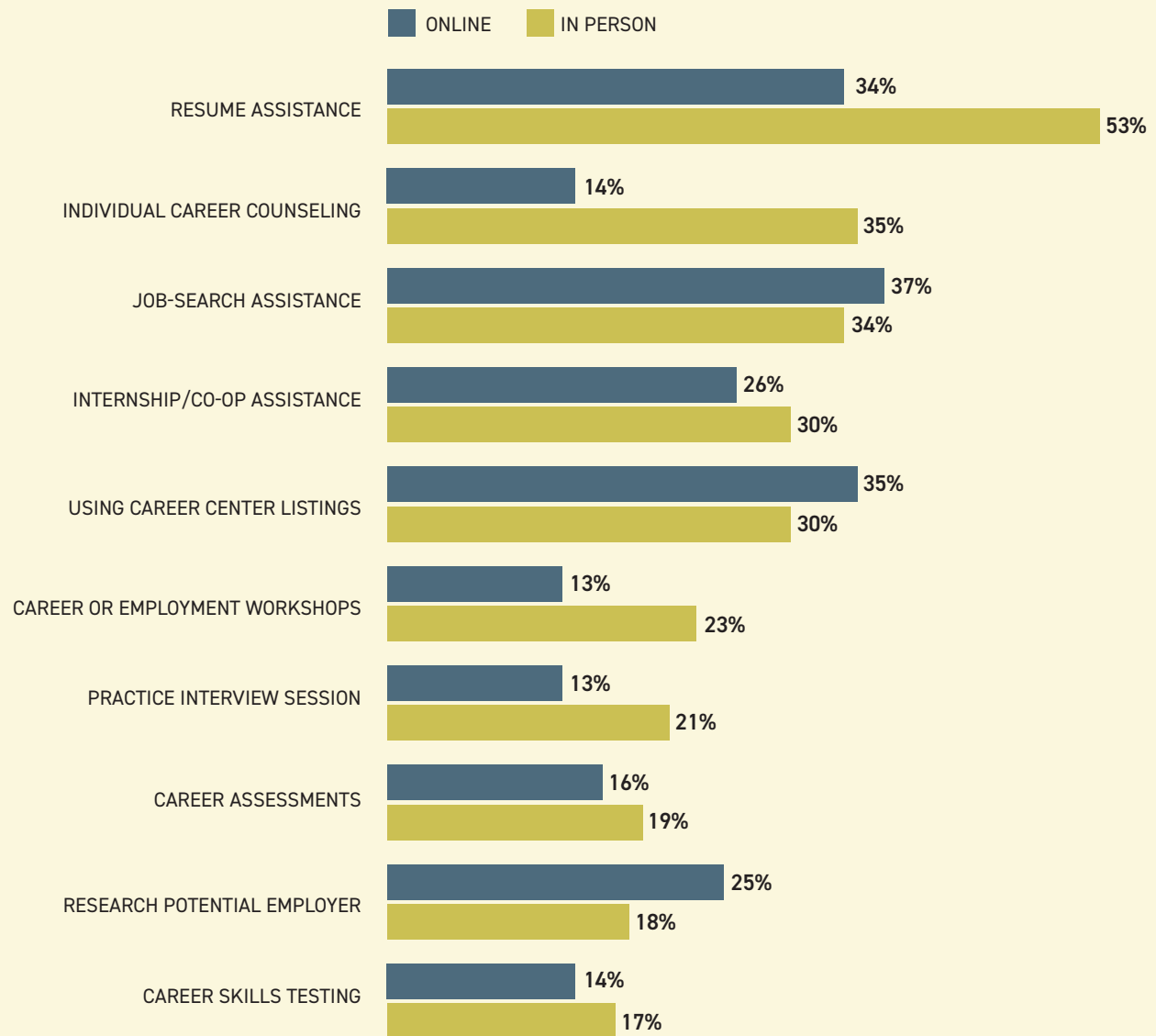
SERVICES USED AND FOUND HELPFUL (FIGURES 17 - 19)

NACE asked students what services they used, and if they used a service, how helpful it was. Figure 17 shows almost all services are used more in person than online, except for three: job-search assistance, using the career center listings, and researching potential employers. All three of those services are related to researching employers, which most students do online now, at any and all hours—hence, their use of those services online. It should be noted that resume assistance, career counseling, and job-search assistance

are the most used and viewed as the most helpful services, though the corpus of this report makes the argument that internship and co-op assistance is likely the service that will yield them the largest return on investment (ROI) for their college career. For the most part, the services that are most used are also viewed as the most helpful.

More paid interns, by percentage within their intern status (i.e., never, unpaid, paid), use these services than unpaid or never interns. For example, 61 percent of paid interns said they used resume review services in person compared to

Figure 17: Most used services: Online vs. in-person



55.3 percent of unpaid interns and 42.2 percent of never interns. Interestingly, more unpaid interns said they used career assessments both in office and online compared to paid interns, which may indicate that unpaid interns

are engaged in their career search, but less sure of which direction they want to go. In sum, these findings paint a portrait of paid interns as students who are highly engaged with the career center.

Figure 18: Most helpful services: Online vs. in-person

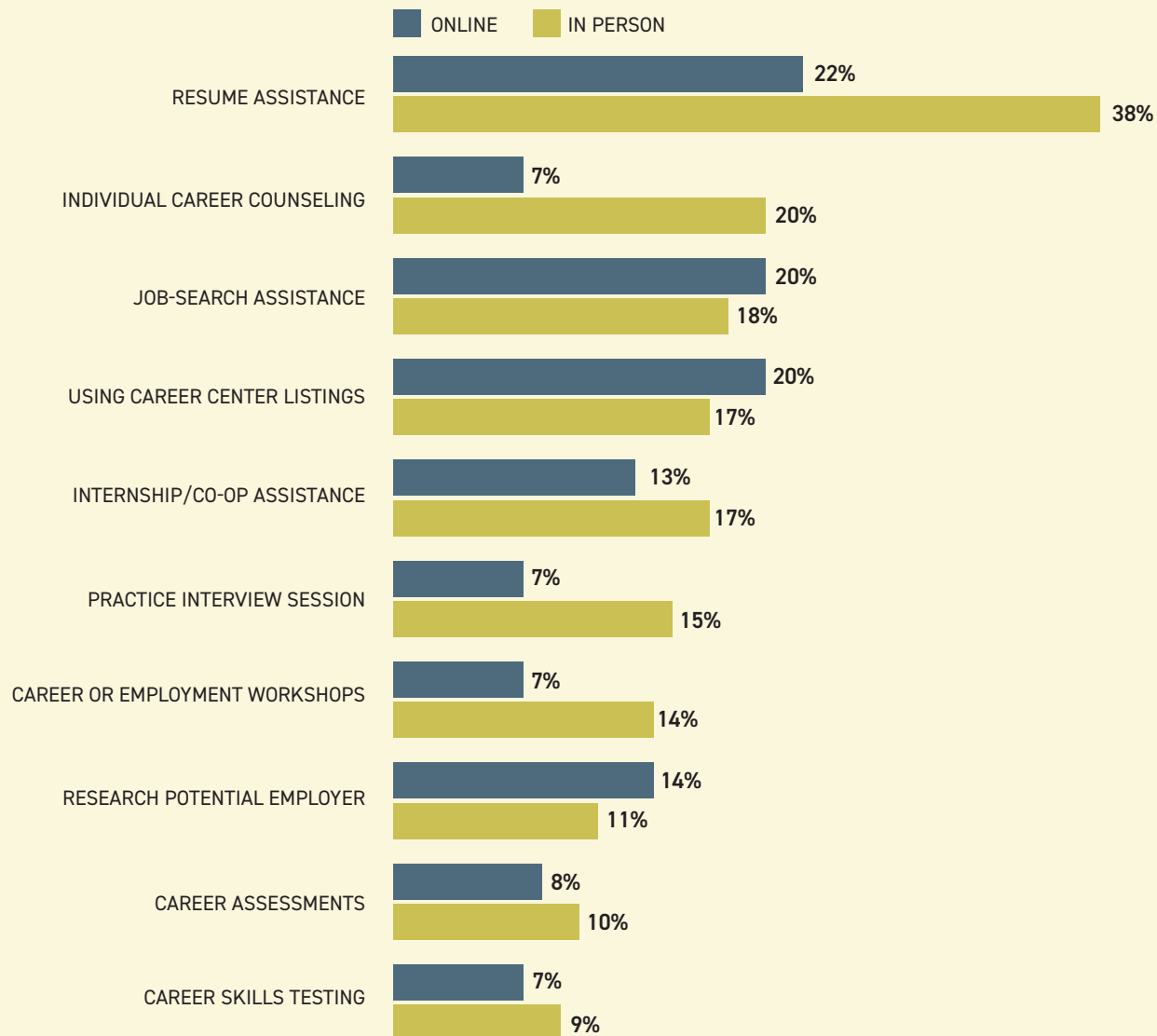


Figure 19
Career center services used, by intern status

Service	IN OFFICE			ONLINE		
	Never	Unpaid	Paid	Never	Unpaid	Paid
Resume assistance*	42.2%	55.3%	61.0%	31.7%	37.1%	33.8%
Individual career counseling*	28.1%	36.9%	39.4%	11.0%	14.2%	13.6%
Job-search assistance*	26.9%	32.6%	39.9%	32.9%	35.0%	43.3%
Internship/co-op assistance*	13.3%	34.0%	40.3%	16.3%	26.5%	34.1%
Using career center listings*	21.9%	29.5%	36.7%	29.7%	33.3%	41.7%
Career or employment workshops*	18.8%	22.1%	26.7%	10.8%	12.0%	14.5%
Practice interview session*	16.9%	21.5%	24.7%	10.3%	13.0%	14.3%
Career assessments*	14.8%	21.8%	20.8%	13.2%	18.3%	15.0%
Research potential employer*	15.1%	18.0%	20.4%	21.2%	21.0%	30.7%
Career skills testing*	12.9%	18.5%	18.6%	11.1%	15.7%	14.0%

*Denotes statistically significant differences at $p < .01$.

PERCEPTIONS OF CAREER READINESS

Students were asked for their perceptions of their career readiness in terms of the eight NACE Career Readiness Competencies. (See the text box below for their definitions.) NACE asked students how important these competencies are in the workplace and how proficient they think they are in them. Generally speaking, paid, unpaid, and never interns agreed on the importance of the competencies and their proficiency in the competencies, with a few interesting differences. The percentages represent the portion of participants who responded that the competency was either “very” or “extremely” important and proficient.

THE EIGHT NACE CAREER READINESS COMPETENCIES DEFINED

CRITICAL THINKING/PROBLEM SOLVING

Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

ORAL/WRITTEN COMMUNICATIONS

Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

TEAMWORK/COLLABORATION

Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

DIGITAL TECHNOLOGY Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

LEADERSHIP Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

PROFESSIONALISM/WORK ETHIC Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly

with the interests of the larger community in mind, and is able to learn from his/her mistakes.

CAREER MANAGEMENT Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

GLOBAL/INTERCULTURAL FLUENCY Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

IMPORTANCE (FIGURE 20)

The importance of digital technology was cited by more paid interns than unpaid or never interns. However, the importance of global/intercultural fluency and career management skills were endorsed by more unpaid interns. Given that unpaid interns were more likely to work in government or nonprofit organizations, these differences start to make some sense as people working for nonprofits

and the government may be more attuned to the needs of advocating for themselves (and their career) without having as much access to the latest digital technology. Figure 20 provides this breakdown, as well as the overall percentage of graduating seniors to endorse the importance of these competencies. Results are ranked by overall graduating seniors.

Figure 20
Students' perceptions of the importance of the NACE Career Readiness Competencies

	Never	Unpaid	Paid	Overall Grad Seniors
Professionalism/work ethic	95.1%	96.0%	95.3%	95.4%
Critical thinking/problem solving	94.6%	95.6%	96.2%	95.3%
Oral/written communication	94.2%	94.1%	94.3%	94.0%
Teamwork	91.4%	93.6%	93.7%	92.5%
Leadership	84.7%	86.8%	87.7%	86.4%
Career management	78.6%	82.9%	79.8%	80.1%
Digital technology	74.9%	71.2%	81.4%	75.8%
Global/intercultural fluency	59.5%	61.1%	53.6%	58.0%

PROFICIENCY (FIGURE 21)

Most students considered themselves very or extremely proficient in their teamwork and professionalism, though some noticeable distinctions are present in the data. Paid interns felt their digital technology skills were stronger than did the other two groups, aligning with the findings on the importance of these competencies. Even more telling though, never interns rated themselves less proficient on professionalism, teamwork, critical-thinking/problem-solving, leadership, and career management. All of these competencies are directly related to skills interns would improve on the job. Never interns also rated themselves lower on oral/written communication, which could partially explain why they didn't get an internship, either indirectly

through reduced self-efficacy or more directly through struggling with the internship/co-op application process. These findings support the notion that internships can help improve students' hard and soft skills, or at least their perception of their skills. These findings should also sound the alarm that schools may need to determine ways for students who never engage in experiential learning to improve their soft skills, particularly in the areas of professionalism, teamwork, critical-thinking, and leadership.

EFFORTS TO IMPROVE (FIGURES 22 AND 23)

Given how important all students rated these competencies, one would think a substantial portion of students had discussed improving these competencies with staff at

Figure 21
Students' perceptions of their proficiency in the NACE Career Readiness Competencies

	Never	Unpaid	Paid	Overall Grad Seniors
Professionalism/work ethic	85.8%	90.9%	89.4%	88.3%
Teamwork	81.0%	86.7%	86.7%	84.8%
Critical thinking/problem solving	76.3%	79.7%	81.0%	79.0%
Oral/written communication	73.7%	80.9%	80.1%	78.0%
Leadership	65.7%	69.9%	73.3%	70.1%
Digital technology	57.2%	54.1%	64.3%	58.9%
Career management	39.9%	47.5%	46.8%	44.6%
Global/intercultural fluency	37.0%	37.9%	34.7%	36.6%

Figure 22
Have you discussed developing/improving any of the preceding skills/competencies with a career services counselor?

	Percent of Respondents
Yes	15.9
No	84.1
Total Respondents	3,363

their career center. However, that isn't so. For context, in the sample, about four in six graduating seniors had been a paid or unpaid intern; however, fewer than one in six graduating seniors had discussed improving these competencies with their career counselors. Figure 23 provides the rank order of the percentages of students who said they spoke with their career counselor about improving each competency. It is interesting that career management tops the list, even though it was toward the bottom of the competencies in overall importance. This finding may serve as an indication that students recognize that career management is one of the main areas of expertise for the career counselors, so it makes sense to seek their guidance on it, as opposed to, for example, global/intercultural fluency, an area in which other professors or school staff may have more expertise.

INTERNSHIPS' EFFECT ON CAREER READINESS COMPETENCIES (FIGURE 24)

Indeed, as Figure 24 demonstrates, most paid and unpaid interns reported that their internships improved their professionalism, teamwork, communication, and critical-thinking/problem-solving skills. Again, paid interns felt their experience had improved their digital technology skills more than unpaid interns felt their experience improved their digital technology skills; and unpaid interns felt their experience had improved their global/intercultural fluency more than paid interns felt about their own experience.

Figure 23
Discussed career readiness competencies, by intern status and overall

	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Career management	55.6%	53.2%	50.9%	52.4%
Oral/written communication	45.1%	52.7%	42.3%	45.1%
Leadership	40.6%	41.9%	42.7%	42.1%
Professionalism	32.3%	35.5%	35.5%	34.3%
Critical thinking/problem-solving	30.8%	35.0%	27.8%	31.3%
Teamwork	27.8%	23.6%	25.6%	24.7%
Global/intercultural fluency	21.8%	21.2%	18.4%	19.6%
Digital technology	16.5%	15.3%	22.2%	18.4%
Total Respondents	133	203	234	632

Figure 24
Internship improved career readiness competencies

	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Professionalism*	NA	80.6%	84.5%	84.4%
Teamwork	NA	75.5%	77.0%	77.3%
Oral/written communication	NA	71.4%	76.8%	76.4%
Critical thinking/problem-solving*	NA	70.2%	77.9%	75.2%
Leadership	NA	61.4%	63.0%	62.9%
Career management*	NA	49.4%	55.7%	55.3%
Digital technology*	NA	44.6%	61.1%	54.5%
Global/intercultural fluency*	NA	41.5%	33.6%	37.8%
Total Respondents		930	1,060	2,100

*Denotes statistically significant differences at p < .01.

Note: Never interns were not included as they have never participated in an internship, making these questions moot for that group.

INTERNSHIPS

Delving into the internship experience, NACE asked specific questions about students' experience with their internships, including about their satisfaction overall and certain aspects of their internship, if they would accept a position from their most recent internship employer, and if they were offered a position already by their most recent internship employer.

INTERNSHIP SATISFACTION (FIGURES 25 – 27)

Overall, interns—both paid and unpaid—were quite satisfied with their experience. Slightly more than three out of four said they were either extremely or very satisfied, which aligns with the results of Figure 26 that also indicate that three out of four were likely (either somewhat, very, or extremely) to accept a full-time position from the same employer with which they had their internship. However, about seven in 10 interns had not yet been offered a position by their most recent internship employer as of survey time.

SPECIFIC ASPECTS OF THE INTERNSHIP (FIGURE 28)

Exploring their satisfaction, NACE asked students about specific aspects of their job. Figure 28 shows the percentage of students who either agreed or strongly agreed with various statements about their job that included if they were paid fairly, had friendly/helpful co-workers, were given meaningful duties, had a mentor, and still wanted a career in that industry.

Not surprisingly, unpaid interns generally did not agree that they were paid well (just 9.9 percent agreed), compared to 83 percent of paid interns who did. Other than that question, paid and unpaid interns generally agreed on their experience. Interestingly, although unpaid interns did not think they were paid fairly, they still wanted a career in the same industry more than paid interns did, a difference that was statistically significant.

Digging deeper, NACE used students' responses on the specific aspects of their internship to predict if they were also satisfied with their experience and likely to accept a full-time offer from the same employer. Figure 28 provides the odds ratios from these regressions. An odds ratio provides the likelihood of an event occurring relative to another event (or non-event). To explain, if interns thought their co-workers were helpful and friendly, they were almost 14 times more likely to say their experience was very or extremely satisfying, and they were 3.3 times more likely to accept a full-time offer from the same employer. In social science research, an odds ratio above two is very large, while an odds ratio of nearly 14 is staggering. Employers should use these findings to focus their energies on improving these aspects of the internship, so interns feel their experience was satisfying. Indeed, if an intern felt their experience was very or extremely satisfying, they were 5.08 times more likely to accept a position from that same employer compared to someone who was not very or extremely satisfied; thus, employers can improve their intern conversion rates if they ensure their interns have positive experiences in the aspects with the largest odds ratios.

Figure 25
Student satisfaction with most recent internship or co-op experience

	Unpaid	Paid	All Interns
Extremely satisfied	38.3%	43.1%	41.9%
Very satisfied	33.8%	34.0%	34.2%
Somewhat satisfied	18.8%	16.3%	17.1%
Not very satisfied	5.8%	4.5%	5.0%
Not at all satisfied	3.4%	2.1%	1.9%
Total Respondents	985	1,105	2,023

Figure 26
Students' likelihood of accepting a full-time position with internship employer

	Unpaid	Paid	Percent of Respondents
Not at all likely	10.0%	10.3%	10.1%
Not very likely	14.5%	15.9%	15.0%
Somewhat likely	26.8%	26.6%	26.7%
Very likely	22.6%	19.1%	20.7%
Extremely likely	26.1%	28.2%	27.2%
Total Respondents	963	1,102	2,065

Figure 27
Did you receive a job offer from your most recent internship/co-op employer?

	Unpaid	Paid	Overall Interns
No	83.0%	57.7%	69.6%
Yes, but I have not yet accepted it	12.4%	24.4%	18.8%
Yes, and I have accepted it	4.7%	17.9%	11.7%
Total Respondents	986	1,100	2,096

Figure 28
Evaluations of internship experience

	AGREE			ODDS RATIOS FOR LIKELIHOOD OF INTERN SATISFACTION	ODDS RATIOS FOR LIKELIHOOD OF ACCEPTING OFFER FROM SAME EMPLOYER
	Unpaid	Paid	Overall Interns		
Friendly/helpful co-workers	92.8%	90.3%	90.8%	13.93	3.34
Had mentor	75.4%	75.5%	75.5%	7.34	2.55
Had meaningful duties	62.9%	60.8%	62.6%	7.11	2.21
Want career in same industry	62.8%	58.4%	61.3%	6.91	8.25
Paid fairly	9.9%	83.0%	49.1%	2.29	1.46

Note: Odds ratios are provided for likelihood of predicting intern satisfaction and acceptance of offers from same employer. For example, to help with reading this table, if a respondent agreed they had a mentor, they were 7.34 times more likely to be satisfied with their internship than a respondent who did not agree that they had a mentor.

JOB SEARCH

To track how students conduct their job search, the following section discusses the resources students used, their experience at career fairs, and how they interact with social media and other websites.

RESOURCES USED IN THE JOB SEARCH (FIGURES 29 – 31)

Figure 29 presents the resources used in rank order by all graduating seniors and provides the breakdown by intern status. NACE examined if use of these resources was different based on intern status and, indeed, paid interns tended to use these resources more than unpaid and never interns. For example, 51.6 percent of paid interns used the career center, compared to 40 percent of unpaid interns and 35.8 percent of never interns, which is a statistically significant difference.

NACE also wanted to know which resources were most helpful. Figure 30 presents students' estimation of each resource's helpfulness. These percentages reflect students who said the resource was either very or extremely helpful. Once again ranked by the ratings of overall graduating seniors, this time, there were fewer differences in their views of helpfulness, except for a few notable differences in their views of employer representatives and career fairs.

Nearly double the percentage of paid interns felt employer reps were very or extremely helpful compared to both unpaid and never interns. Not only did paid interns make greater use of career fairs by a wide margin, about three in eight of them felt career fairs were very or extremely helpful, compared to about one-fifth of unpaid and never interns.

Finally, the survey explored if finding certain resources as very or extremely helpful was predictive of receiving at least one job offer. Perhaps finding a resource helpful is more directly related to students actually being offered a position in that the resource was instrumental in obtaining that offer. For each resource, Figure 31 shares the increases in likelihood of receiving at least one full-time job offer. To explain how to read the table, if the person rated employer representatives as very or extremely helpful, they were 134 percent more likely to receive at least one offer—more than double someone who did not think the rep was helpful—which is another astounding statistic. NACE's future research should examine the behaviors that helpful representatives engage in that:

- Makes students think they are helpful; and
- Leads to more job offers being given, helping both employers and students.

Figure 29
Percent of students who used job-search resources

	Never	Unpaid	Paid	Overall Grad Seniors
Employer websites*	66.8%	70.4%	80.2%	72.6%
Friends*	55.2%	57.8%	62.5%	58.5%
Job Fairs*	44.6%	49.7%	66.5%	53.9%
Parents/Relatives*	44.4%	49.8%	53.2%	49.4%
Faculty*	38.4%	46.0%	50.4%	45.2%
Career Center*	35.8%	40.0%	51.6%	42.8%
Employer Presentations*	30.0%	32.7%	47.8%	37.1%
Employer Representatives*	30.1%	31.9%	46.5%	36.5%
Alumni*	24.7%	32.3%	42.8%	33.7%
Job Ads	29.6%	33.5%	31.5%	31.7%
Employer Brochures*	20.8%	26.4%	31.9%	26.6%
Trade Associations*	18.3%	22.5%	26.3%	22.9%
Articles	12.1%	16.4%	15.6%	15.0%
Virtual Career Fairs	11.0%	14.8%	15.1%	13.9%

*Denotes statistically significant differences at $p < .01$.

Figure 30
Percent of students who found job-search resources very or extremely useful

	Never	Unpaid	Paid	Overall Grad Seniors
Employer websites*	41.4%	45.6%	56.0%	47.9%
Friends*	28.2%	30.1%	37.7%	32.0%
Job fairs*	19.5%	21.2%	37.4%	26.5%
Faculty	21.6%	26.0%	30.9%	26.4%
Parents/relatives	20.6%	26.7%	30.6%	26.2%
Employer reps*	13.5%	13.7%	26.9%	18.5%
Career center*	14.0%	15.6%	24.6%	18.3%
Employer presentations*	13.1%	14.6%	22.9%	17.1%
Alumni*	11.5%	14.9%	22.4%	16.6%
Job ads	10.0%	12.0%	12.9%	11.9%
Trade associations*	7.3%	11.6%	14.7%	11.5%
Employer brochures*	6.9%	8.5%	12.1%	9.4%
Virtual career fairs	4.5%	5.2%	5.9%	5.5%
Articles	2.7%	3.1%	4.6%	3.7%

*Denotes statistically significant differences at $p < .01$.

Figure 31
Likelihood of receiving at least one job offer if resource found very or extremely helpful

Resources	Increase in Likelihood of Receiving at least 1 Offer
Employer reps	134% ↑
Career fairs	109% ↑
Alumni	95% ↑
Employer presentations	88% ↑
Articles	65% ↑
Friends	61% ↑
Employer brochures	49% ↑
Trade associations	38% ↑
Parents/relatives	30% ↑
Faculty	27% ↑
Virtual career fairs	—
Job ads	—
Employer websites	—

— Denotes that the helpfulness ratings were not predictive of receiving at least one offer.

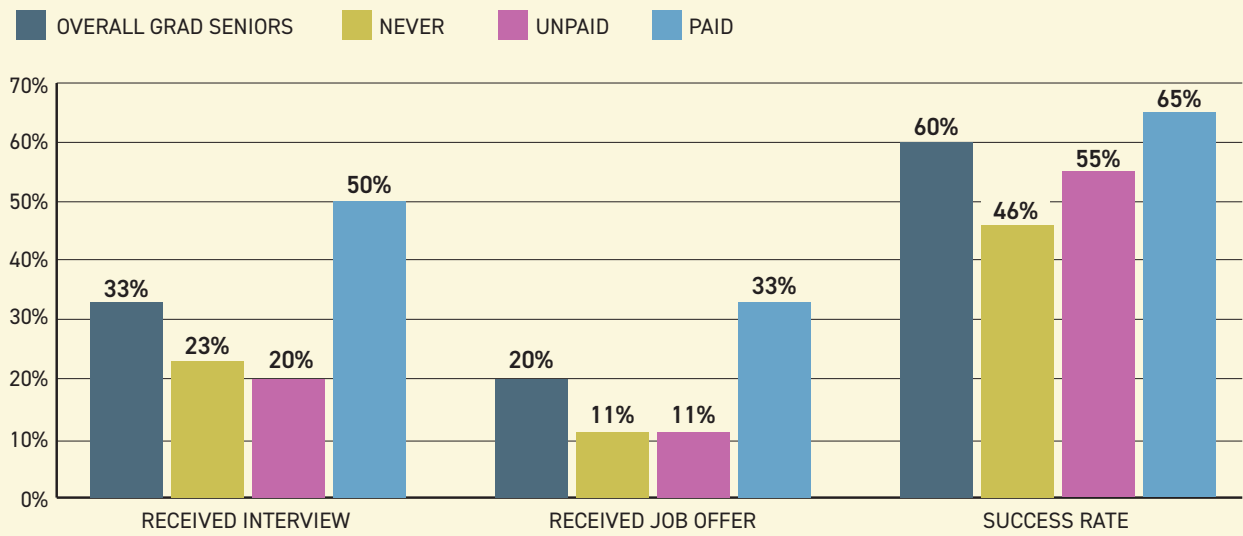
In addition, results of these analyses indicate that those who found career fairs to be helpful were 109 percent more likely to receive at least one offer, which is less surprising because career fairs are designed, in part, to produce job offers.

CAREER FAIRS (FIGURES 32)

In terms of career fairs, NACE’s analyses show that paid interns perform much better than unpaid and never interns. In fact, Figure 32 shows that about 33 percent of all graduating seniors were offered an interview by an organization they met at a career fair; however, 50 percent

of paid interns received an interview, while 20 percent of unpaid interns and 23 percent of never interns received one. Those differences are large and statistically significant ($p < .001$). Following their interview(s), 20 percent of all graduating seniors were offered a full-time position, while 33 percent of paid interns, 11 percent of unpaid interns, and 11 percent of never interns were offered one. Further, NACE calculated a “success rate” that provides a percentage of students who were offered positions after being interviewed. Again, paid interns enjoyed the greatest success of all the groups.

Figure 32: Job fairs by intern status



SOCIAL MEDIA (FIGURES 33 AND 34)

Beyond job-search resources and career fairs, social media has become a useful tool in searching for open positions. Figure 33 provides students' most frequently cited reasons for using social media, which include researching employers, posting their resume to a public profile, and, as the medium is social media, communicating with friends and family about positions and companies. Moreover, the survey drilled down specifically on how students use Facebook, Twitter, and LinkedIn, asking them how much they used the sites, how helpful they were, and their comfort in contacting and being contacted by employers through these sites. There were hardly differences between the groups on these questions; as a result, NACE presents only the overall statistics. The results are clear: all students preferred LinkedIn for these professional activities. It is also notable that students were much more comfortable with employers contacting them on social media rather than the other way around. That difference is probably the case with most people as it is much easier to

be contacted and sought out than having to do the seeking themselves, but career centers may want to take note and help students gain skills related to reaching out to employers and making first contact with them.

OTHER WEBSITES USED (FIGURE 35)

In keeping with the theme of comparing by intern status, Figure 35 provides the other websites used by intern status as well as overall graduating seniors. For the most part, usage is similar across websites, though there are a few interesting differences. For example, nearly 78 percent of paid interns said they used LinkedIn, compared to about 64 percent of unpaid and never interns; whereas, 4.6 percent of unpaid interns use HigherEdJobs compared to about 2 percent of paid and never interns. These results suggest that career center staff may want to consider recommending a few of these websites based on the students' intern status. For example, unpaid interns may find more attractive jobs on Idealist, whereas, paid interns may find information on Glassdoor especially useful.

Figure 33: Social media uses in job search

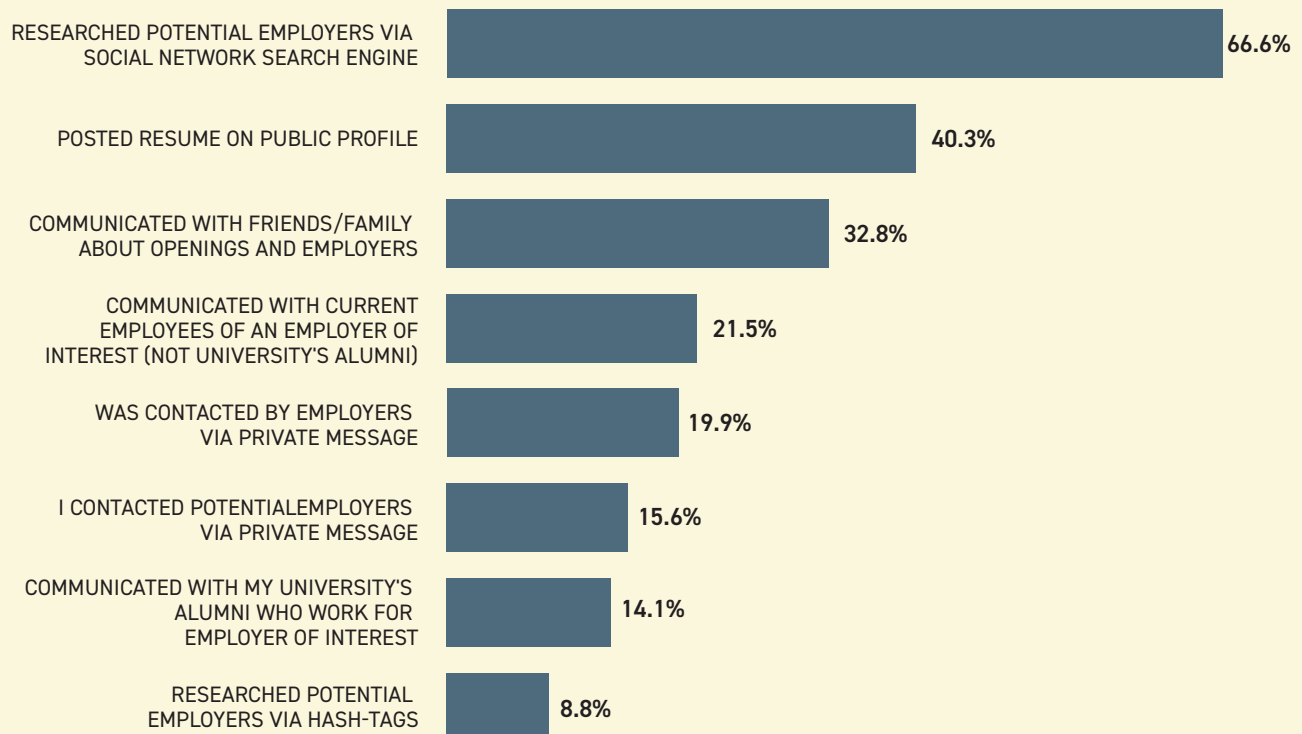
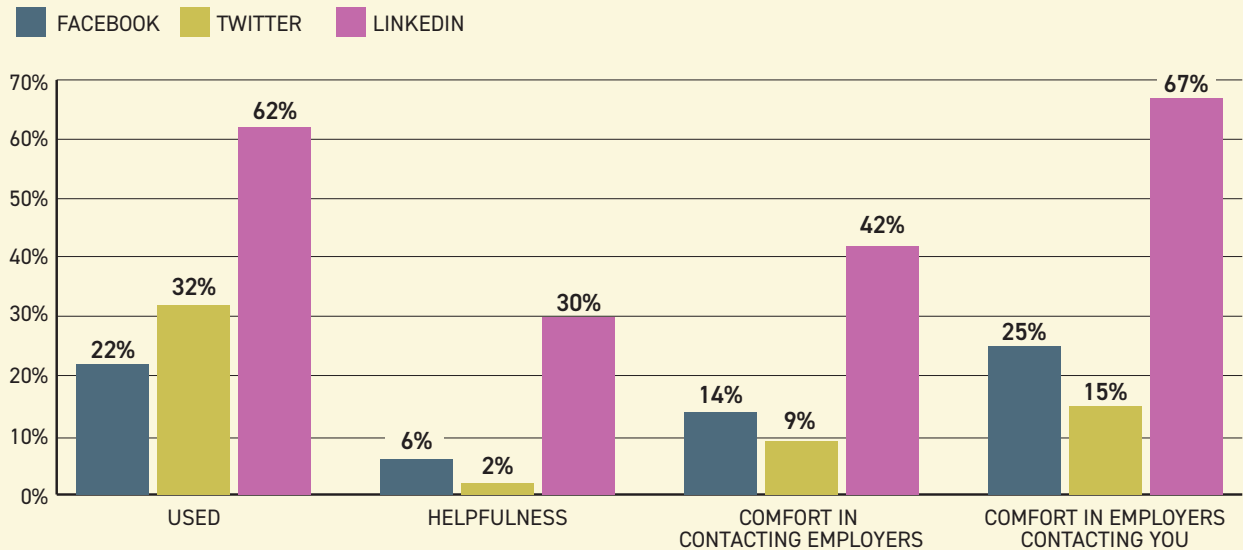


Figure 34: Uses, helpfulness, and comfort levels with Facebook, LinkedIn, and Twitter



**Figure 35
Other websites used in the job search, by intern status**

	Never Intern	Unpaid Intern	Paid Intern	Overall Grad Seniors
Indeed	74.3%	76.9%	70.2%	73.1%
LinkedIn	64.7%	63.4%	77.8%	68.7%
Glassdoor	40.4%	44.0%	58.5%	48.3%
Other	13.6%	16.9%	13.9%	14.7%
USAJobs	12.5%	14.1%	14.9%	13.8%
Monster	15.7%	11.7%	11.6%	12.9%
CareerBuilder	12.4%	12.8%	10.2%	11.7%
USJobs	8.8%	9.9%	7.2%	8.6%
SimplyHired	3.9%	8.1%	5.1%	5.7%
Craigslist	5.9%	5.3%	2.2%	4.3%
CollegeRecruiter	4.0%	3.6%	4.4%	4.1%
HigherEdJobs	2.1%	4.6%	1.6%	2.7%
AfterCollege	1.3%	2.6%	2.1%	2.1%
Idealist	1.3%	2.7%	1.7%	2.0%
MonsterCollege	0.5%	1.3%	0.3%	0.8%
Dice	0.4%	0.3%	0.9%	0.6%
Vault	0.0%	0.6%	0.8%	0.5%
CareerRookie	0.1%	0.5%	0.3%	0.4%
Doostang	0.4%	0.3%	0.2%	0.3%
Total Respondents	750	779	955	2,558

JOB PREFERENCES

When considering job offers, students must not only consider the type of work they will be doing, but they also must weigh aspects of the work environment and associated job benefits. This section discusses students' perceptions and preferences on these issues.

WORK ENVIRONMENT (FIGURE 36)

For the most part, the groups of students ranked the aspects of work environment similarly. For example, nearly all groups of students cited the opportunity to develop both skills that are applied and specific to the job as the most important attributes of a hypothetical position. Friendly co-workers were also highly important, which echoes interns' evaluations of their

internships. They ranked the attributes related directly to their compensation—good insurance/benefits and high starting salary—fourth and 16th, respectively, in terms of importance. Figure 36 provides the full results, ranked by overall graduating seniors' ratings. Only a few statistically significant differences emerged. For example, unpaid interns felt it was more important that their organizations embrace diversity and enable them to improve their community, country, and/or world. Paid interns felt it was more important that there was recognition for good performance, opportunity for rapid advancement, and a high starting salary. It is interesting to note that students are generally more concerned with non-compensation-related job attributes.

Figure 36
Percent of respondents indicating job attribute as either very or extremely important

	Never	Unpaid	Paid	Overall Grad Seniors
1. Opportunity to develop skills specific to the job	84.5%	85.4%	88.2%	86.0%
2. Opportunity to develop applied skills* (e.g. communication)	80.8%	85.7%	88.1%	85.0%
3. Friendly co-workers*	78.2%	84.7%	88.4%	83.9%
4. Job security	82.5%	83.3%	82.8%	82.7%
5. Good insurance/benefits package	77.1%	75.4%	80.6%	77.9%
6. Recognition for good performance*	69.0%	72.8%	79.2%	74.0%
7. Organization helps me improve my community/country/ world*	70.9%	78.5%	72.0%	73.8%
8. Clearly defined assignments	72.5%	74.5%	73.2%	73.3%
9. Organization embraces diversity*	70.5%	77.1%	69.2%	72.3%
10. Clear agenda of corporate social responsibility	64.6%	69.7%	68.5%	67.6%
11. Organization offers opportunity for self-expression & creativity	60.1%	66.5%	64.4%	63.6%
12. Located in a diverse and tolerant community	61.8%	66.2%	61.3%	63.1%
13. Opportunity for rapid advancement*	51.6%	53.2%	62.4%	55.9%
14. Sustainable products and/or sustainable operations	56.2%	55.0%	55.5%	55.5%
15. Casual, non-competitive atmosphere	47.0%	52.2%	48.7%	49.7%
16. High starting salary*	46.9%	45.7%	55.9%	49.7%
17. Located close to my home*	46.8%	50.2%	43.9%	46.8%
18. Organization has well-recognized name/brand/image*	38.9%	39.9%	48.5%	42.7%

*Denotes statistically significant differences at $p < .01$.

DECIDING FACTOR (FIGURE 37)

Students were asked if they were to receive otherwise identical job offers, which of these same aspects would be the deciding factor in the job they choose. Even though most students chose improvement of their skills, both specific to the job and applied, as the most important aspect of a hypothetical job, higher starting salary was by far the

number one factor that would break a tie between two otherwise identical job offers. There were no statistical differences between the groups, which, given the prior results, is quite surprising. In other words, compensation may break a tie, but the other aspects of the work environment are generally more important to this sample of graduating seniors.

Figure 37
Single deciding factor between otherwise equivalent offers

	Never	Unpaid	Paid	Overall Grad Seniors
Organization offers a high starting salary	22.8%	21.9%	22.6%	22.3%
Organization offers job security	10.5%	9.8%	8.1%	9.4%
Organization provides me the ability to improve my community/country/world	9.1%	9.8%	8.2%	9.0%
Organization has a good insurance/benefits package	10.6%	9.4%	7.4%	9.0%
There are friendly co-workers	7.8%	9.0%	9.4%	8.8%
The opportunity to develop skills specific to the job	6.9%	5.8%	6.1%	6.2%
Organization is located close to my home	6.1%	6.0%	5.8%	6.1%
Casual, non-competitive atmosphere	4.1%	5.3%	5.0%	4.7%
The opportunity to develop applied skills (e.g. communication, teamwork)	4.4%	3.9%	5.4%	4.7%
Organization provides the opportunity for rapid advancement	4.0%	4.1%	5.8%	4.7%
Organization offers the opportunity for self-expression & creativity	2.9%	4.1%	3.7%	3.6%
Organization embraces diversity	3.7%	4.1%	2.9%	3.5%
Organization has a well-recognized name/brand/image	1.3%	1.5%	3.1%	2.0%
Organization is located in a diverse and tolerant community	1.6%	1.3%	1.4%	1.5%
There is recognition for good performance	1.5%	0.7%	2.2%	1.5%
Sustainable products and/or sustainable operations	0.9%	1.1%	1.0%	1.0%
Employer has clear agenda of corporate social responsibility	1.1%	0.9%	1.0%	1.0%
There are clearly defined assignments	0.9%	1.0%	0.8%	0.9%
Total Respondents	934	964	1,083	3,018

BENEFITS (FIGURE 38)

The survey asked similar questions about specific job benefits, such as a 401(k) or dental insurance. Figure 38 presents the results, again ranked by graduating seniors. Only a few differences emerged. Paid interns felt having a

401(k) and bonus offered, the opportunity for flextime hours and to telecommute, and frequent performance reviews were all significantly more important than did unpaid and never interns.

Figure 38
Percent of respondents indicating job benefit as either very or extremely important

	Never	Unpaid	Paid	Overall Grad Seniors
401(k)*	67.9%	67.0%	74.7%	70.1%
Dental	67.1%	66.3%	66.7%	66.6%
100% medical insurance	61.0%	62.7%	63.1%	62.4%
Guaranteed annual salary increase	60.5%	59.8%	60.7%	60.3%
Life insurance	57.4%	60.6%	58.4%	58.9%
Family friendly	57.2%	60.7%	56.1%	58.1%
Tuition reimbursement	58.4%	58.6%	55.2%	57.2%
More than 2 weeks vacation	40.2%	41.2%	46.6%	42.7%
Flextime*	34.9%	40.0%	46.8%	41.0%
Bonus*	38.4%	38.2%	43.3%	40.5%
Frequent performance review*	31.1%	33.6%	37.0%	34.6%
Counseling	30.4%	34.6%	30.4%	31.8%
Ability to telecommute*	21.2%	24.6%	31.5%	26.0%
Casual dress	19.3%	20.5%	24.6%	21.7%
On-site fitness	15.3%	17.6%	19.2%	17.6%
Onsite day care	12.2%	16.8%	12.6%	13.9%

*Denotes differences between the groups are statistically significant with $p < .01$.

MAJOR AND GPA

After uncovering clear differences between paid, unpaid, and never interns, NACE wanted to try to identify the people who compose these groups. As a result, in the following sections, the survey digs into their majors and GPA, and then into their personal demographics.

MAJOR AND GPA (FIGURES 39 TO 41)

With hundreds of majors across the sample, NACE had to collapse the majors into useful categories for analyses, so it used the method developed by Gallup and Strada Education Network when they studied how students chose their major.¹ They divided majors into four categories: liberal arts, public service, STEM, and business. For example, majors in education and social work are considered public service. Please see **Appendix B** for the list of majors and how they were categorized.

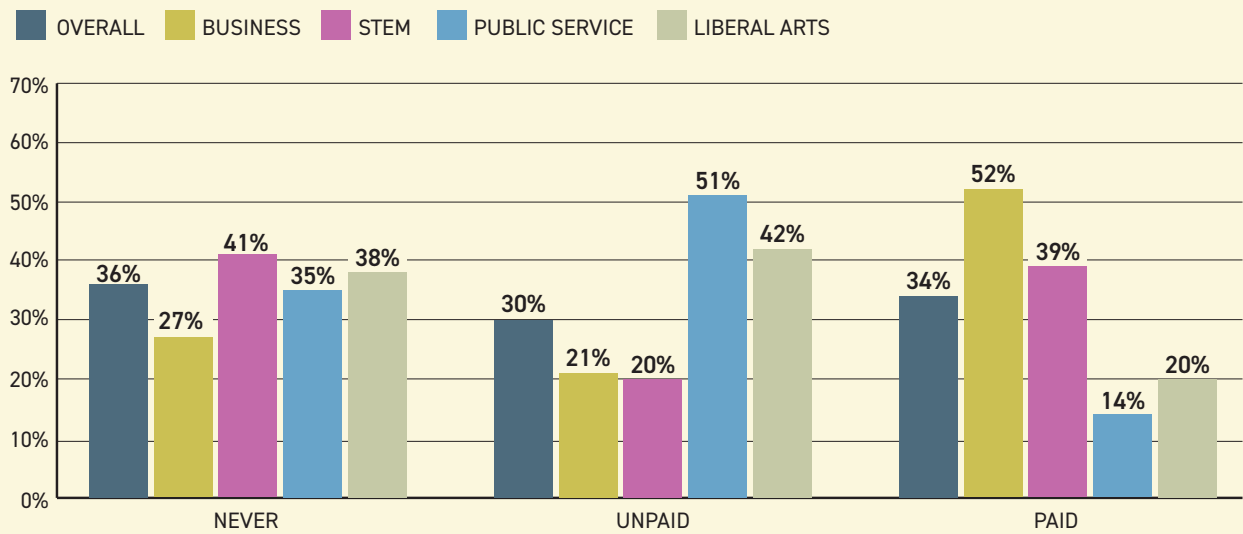
Figure 39 shows how the categories are distributed into the paid, unpaid, and never intern groups. Compared to 34 percent of all students, 52 percent of business majors and 39 percent of STEM majors were paid interns, while only 14 percent of public service and 20 percent of liberal arts majors were paid. These proportions reverse when looking at the unpaid interns. A total of 51 percent of public service and 42 percent of liberal arts majors were unpaid interns, while only 21 percent of business and 20 percent of STEM majors were unpaid. Although the majors are more evenly distributed in the never intern category, clearly business majors are still

underrepresented in this group. As STEM majors generally track with the business majors, it appears there may be fewer paid internships available for STEM majors.

Understanding how the internship groups are comprised, Figure 40 provides the job offer numbers by major. Business and STEM have the same outcomes; likewise with public service and liberal arts. However, between them, those two groups have decidedly different outcomes. With an overall average of 1.01 job offers per student who had applied for a full-time job, STEM and business majors both averaged 1.11 offers compared to .84 for public service majors and .79 for liberal arts majors. STEM and business majors were statistically different than the public service and liberal arts majors ($p < .001$). Similarly, 57 percent of both STEM and business majors reported receiving at least one offer, compared to 44 percent of public service and 47 percent of liberal arts majors. As a result, business and STEM majors are 59 percent and 55 percent more likely to get at least one offer, respectively, compared to public service and liberal arts majors.

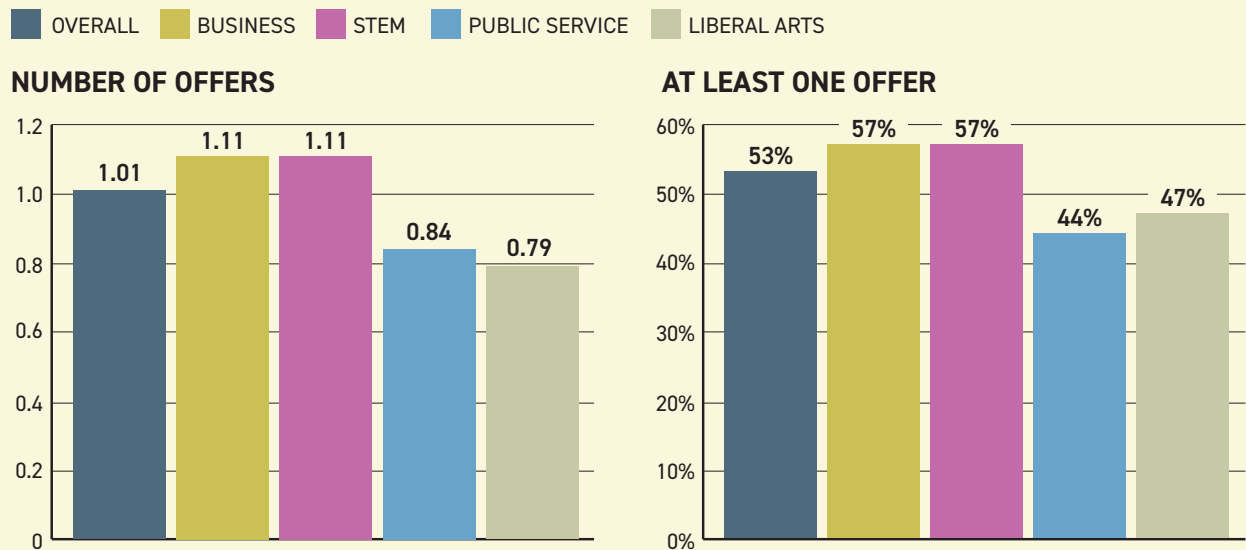
Business and STEM majors are 59 percent and 55 percent more likely to get at least one offer, respectively, compared to public service and liberal arts majors.

Figure 39: Intern status by majors



¹Gallup & Strada Education Network (2017). Major influence: Where students get valued advice on what to study in college. *Education Consumer Pulse: Special Report*.

Figure 40: Job offers by major classification

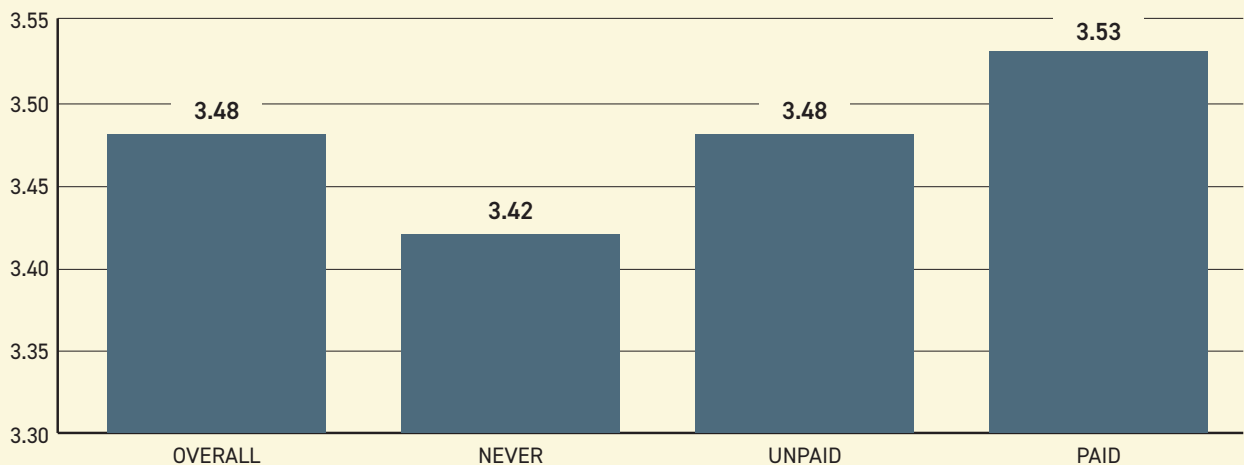


8.2

These data do not account for the number of job offers available by industry. In other words, perhaps there are more job offers available for business and STEM majors than for public service and liberal arts majors. Moreover, liberal arts majors may tend to apply to more liberal arts type of jobs, which may not be as plentiful as STEM or business jobs. Building on the work done by Gallup and Strada (2017), students should at least consider that STEM and business majors are more likely to get paid internships, which, in turn, makes them more likely to get more job offers and more likely to get at least one job offer.

Students self-reported their GPA as part of their demographic information. NACE looked to see if there were mean differences between the groups. Despite the differences between their means being statistically significant ($p < .001$), the differences do not appear to be of practical significance. In other words, recruiters will not likely care about the difference between a 3.42 and a 3.48 GPA. If some recruiters have a cutoff at 3.5, then perhaps the difference between 3.48 and 3.53 could be meaningful, but it is likely that differences in self-reported GPA are of minimal importance.

Figure 41: GPA by intern status



DEMOGRAPHICS BY INTERN STATUS

FIRST-GENERATION STATUS, PARENTS' EDUCATION LEVEL, AND STUDENTS' GENDER (FIGURE 42)

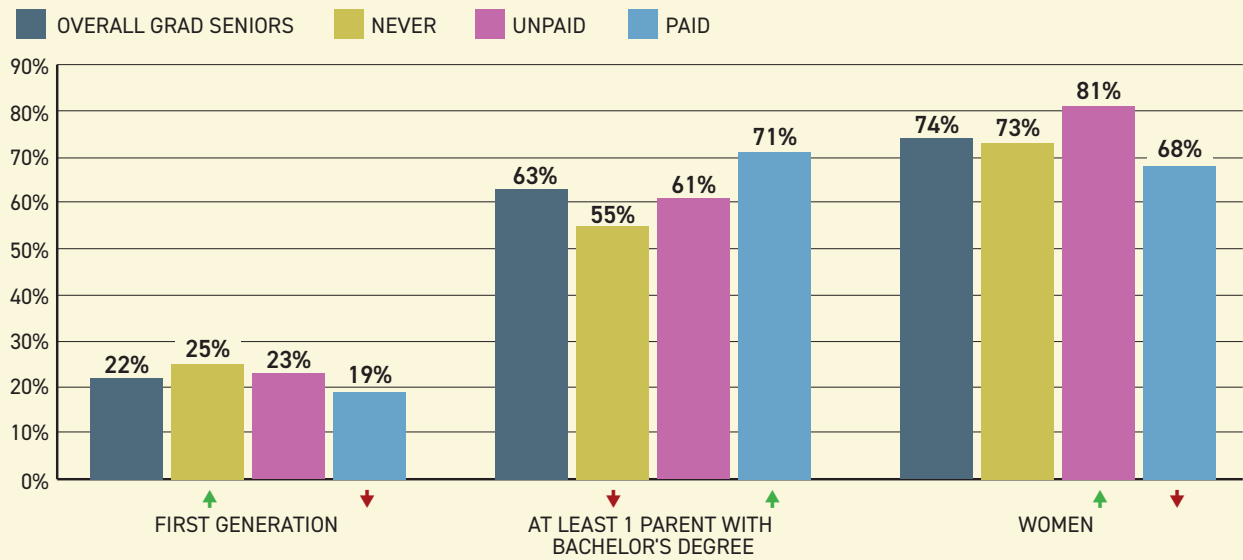
Continuing to identify who comprises the intern groups, NACE tried to identify whether some characteristics were overrepresented or underrepresented across the internship groups. Figure 42 presents data that demonstrates some evidence of disproportionality across first-generation college student status, students' parents' education level, and students' gender. To help interpret the figure, the arrows underneath some of the bars denote if the characteristic is over or underrepresented in the internship group.

If these characteristics were evenly distributed across the internship groups, the bars would all be even with the bars representing all graduating seniors. To explain, if 22 percent of the sample population were first-generation college students, one should expect to see 22 percent of paid, unpaid, and never interns to be first generation as well. However, 25 percent of never interns are first

generation. That difference is statistically significant and is evidence for disproportionality. Similarly, first-generation students are underrepresented in the paid intern group, with only 19 percent of paid interns being first-generation students. Additionally, students with at least one parent with a bachelors' degree are more likely to be a paid intern. As 63 percent of the sample had a parent with a bachelor's degree, 71 percent of paid interns demonstrated this characteristic, thus being overrepresented. Lastly, women are underrepresented in paid internships and overrepresented in unpaid internships. While 74 percent of women made up the sample, 81 percent of unpaid interns were women and only 68 percent were paid interns.

Thus, paid interns are more likely to be men with at least one parent with a bachelor's degree, and who are not first-generation students. Unpaid interns are more likely to be women, and never interns are more likely to be first-generation students.

Figure 42: Disproportionality within intern status across first generation, parents' education, and gender

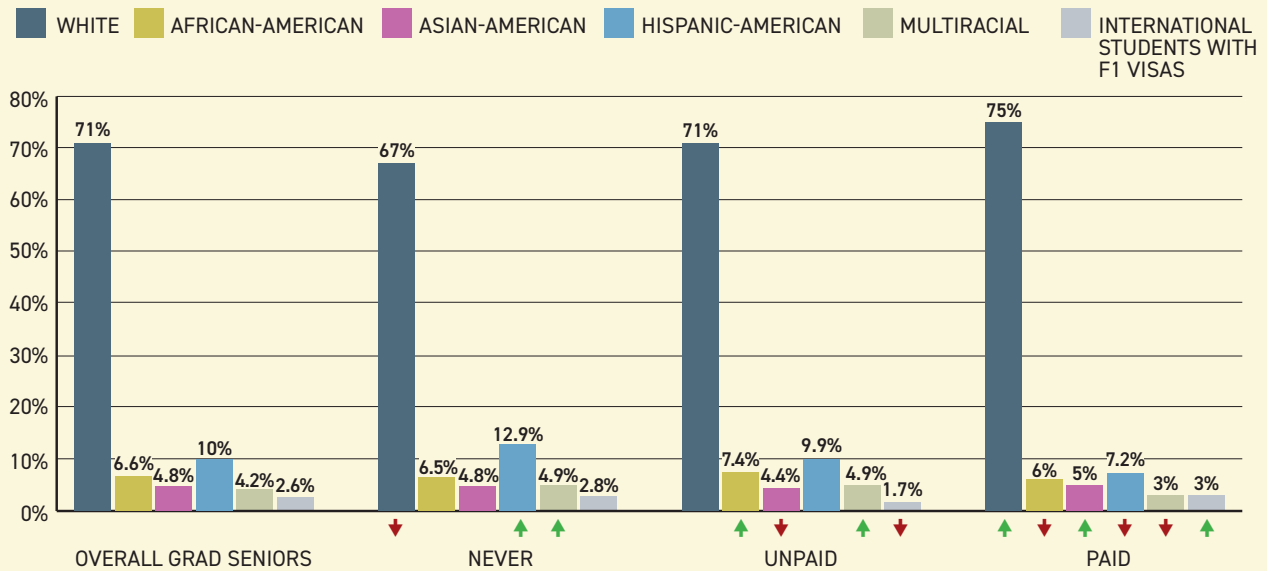


RACE-ETHNICITY (FIGURE 43)

Finally, the survey examined the self-reported race-ethnicities of the students, and again the analyses found evidence of disproportionality. Figure 43 provides the proportions for the federally collected race-ethnicities and international F1 visa status. Native Americans and Native Hawaiians/Other Pacific Islanders were proportionally distributed in these four categories. In short, White students are overrepresented as paid interns, as are Asian

students and international students with F1 visas, who are also underrepresented in the unpaid intern group. African-American students are overrepresented in the unpaid intern group as are Hispanic Americans, who are also more likely to never be interns. Similarly, Multiracial Americans are more likely to be unpaid or never an intern. It thus appears that white males are overrepresented in the paid internship group, with more marginalized groups being overrepresented in the unpaid and never intern groups.

Figure 43: Interns: Race-ethnicity



IMPLICATIONS

This comprehensive report of students' perceptions, attitudes, and behaviors offers several implications for students, career centers, and employers.

STUDENTS

There are at least three specific considerations students can make to improve their likelihood of receiving a job offer. First, they may want to at least consider that certain majors are more likely to lead to paid internships, which are then more likely to lead to job offers. Second, students should make use of the services at the career center, especially assistance in obtaining an internship or co-op. Third, students who visited the career center earlier and more often were more likely to receive more job offers. Overall, it appears that students who tended to be more engaged in the career center received more offers. Based on these data, the causal claim that engaging with the career center caused the student to receive more job offers cannot be made, but there certainly is a correlation.

CAREER CENTERS

This report offers insights into specific services that career centers offer, and it provides statistical evidence that students' engagement with the career center is related to increased job offers. In particular, career centers should tailor their services and orient their websites to match their students' tendencies, particularly with respect to services preferred online versus in-person. Additionally, career center staff should refer to figures 29 and 30 to identify which services and resources are most effective to determine if they can increase efficiencies by focusing more or less on certain services and resources. For example, results of these analyses indicate that career centers should continue their career fair programming, as students and employers both benefit from a relatively high interview and success rate. Lastly and possibly most importantly, NACE hopes this report highlights the need for career centers to reach out to marginalized groups and strongly encourage them to make use of helpful services, especially assistance in obtaining internships and/or co-ops.

Career centers should reach out to marginalized groups and strongly encourage them to make use of helpful services, especially assistance in obtaining internships and/or co-ops

8.2

EMPLOYERS

Employers can draw several takeaways from this report. If employers are interested in building a pipeline of diverse talent, it makes sense to start with the internship program. First, Figure 28 provides the main factors upon which interns evaluate their experience including: having friendly and helpful co-workers, having a mentor, having meaningful duties, wanting a career in the same industry, and being paid fairly. Employers should ensure that interns have positive experiences in these aspects of their internship or co-op.

Reviewing these five aspects, compensation is the weakest predictor of internship satisfaction and willingness to accept an offer. The three largest predictors of satisfaction are related to the company's and internship program's culture. Although employers have more control over these four aspects (culture and compensation), they have little control over whether the intern wants a career in the same industry. Interestingly, wanting a career in the same industry was the strongest predictor of willingness to accept an offer from the same employer, which suggests that perhaps employers should ask prospective interns how much they would like a career in the same industry. The prospective interns with the strongest aspirations to do so are safer bets to eventually accept a full-time offer.

CONCLUSION

Evidently, based on job offers and performance at career fairs, paid interns are in high demand compared to both unpaid interns and students in general. Students should strive to obtain a paid internship and/or co-op at some point in their college career. Career centers should encourage and work toward making more paid internships available for their

students, particularly for students from marginalized groups, while employers should begin their pipeline of diverse talent early with their internship program. Hopefully, this report has helped bring these issues into clearer focus by providing some statistical evidence to support the decision-making of these three constituent audiences.



8.2

APPENDIX A

PARTICIPATING SCHOOLS

The 22,371 students who participated in the survey attend a total of 470 schools. The schools are listed here:

Abilene Christian University

Aditya College of Engineering and Technology- India

Aiken Technical College

Ain Shams University, Egypt

Albany State University

Albright College

Alfred University

AMA International University – Bahrain

Amarillo College

American College of Dubai - UAE

American Public University System

American University of the Caribbean, School of Medicine

Anderson University-IN

Andhra University

Angelina College

Angelo State University

Arapahoe Community College

Arcadia University

Arizona State University

Arkansas State University

Arkansas Tech University

Ashford University

Ashland University

Auburn University

Augusta University

Augustana College

Austin College

Austin Community College

Austin Peay State University

Ball State University

Barton County Community College

Bates College

Bay de Noc Community College

Bay State College

Baylor University

Bellevue University

Bemidji State University

Benedictine College

Berkeley College - Paramus

Biola University

Bismarck State College

Blinn College

Boise State University

Borough of Manhattan Community College

Boston College

Boston University

Bowling Green State University

Brandeis University

Bridgewater College

Brooklyn College

Buena Vista University

California State University - Chico

California State University - East Bay

California State University - Fresno

California State University - Fullerton

California State University - Monterey Bay

California State University - Stanislaus

California University of Pennsylvania

Campbell University

Cañada College

Capital University

Cedar Valley College

Cedarville University

Centenary University

Central China Normal University – China

Central Connecticut State University

Central Methodist University

Central Michigan University

Central Penn College

Central Texas College

Chapman University	East Stroudsburg University of Pennsylvania
Christian Brothers University	East Tennessee State University
Cisco College	East Texas Baptist University
City College - Main Campus	Eastern Michigan University
Claremont Graduate University	Eastern University
Clayton State University	Eastfield College
Cleveland Institute of Art	Elmhurst College
Cloud County Community College	Elmira College
Coastal Alabama Community College	Embry-Riddle Aeronautical University - Prescott Campus
Coastal Carolina University	Emerson College
Coastline Community College	Emory University
Colby-Sawyer College	Emporia State University
College of Central Florida	Erie Community College
College of Charleston	Evangel University
College of Lake County	Fairmont State University
College of the Redwoods	Flagler College-St Augustine
College of William & Mary	Florida A&M University
Collin College	Florida Gulf Coast University
Colorado State University - Fort Collins	Florida Keys Community College
Columbia College - Orlando	Florida Southwestern State College
Concordia College at Moorhead	Florida State University
Concordia University - Irvine	Foothill College
Converse College	Franklin College
Corning Community College	Fresno Pacific University
Cosumnes River College	Geisinger Commonwealth School of Medicine
Cowley College	Geneva College
CUNY College of Staten Island	George Mason University
CUNY School of Professional Studies	Georgia Gwinnett College
Danville Area Community College	Georgia Institute of Technology
De Anza College	Georgia Military College
DePaul University	Georgia Southern University
DePauw University	Georgia State University
Diablo Valley College	Ghana Christian University - Ghana
Drexel University	Gitam University - India
Duke University	Golden Gate University
Duquesne University	Gordon State College
Dutchess Community College	Great Falls College - MSU
East Central College	Greensboro College
East Georgia State College	Greenville University
East Los Angeles College	Grove City College

Gujarat Technological University – India

Harding University

Haverford College

Hesston College

Hilbert College

Hillsborough Community College

Holy Names University

Howard University

Huntington University

IDC College Costa del Sol – Spain

Illinois College

Indiana Business College

Indiana Institute of Technology

Indiana State University

Indiana University - South Bend

Indiana University of Pennsylvania

Indiana University-Purdue University Indianapolis

Indiana Wesleyan University

Institut CampClar – Spain

International Christian University in Tokyo – Japan

Iowa State University

Itawamba Community College

Ivy Tech Community College - Southwest

Jagannath University – Bangladesh

John Brown University

Johnson County Community College

Kansas State University

Kansas State University - Polytechnic Campus

Kennesaw State University

King Khalid Military Academy - Saudi Arabia

Kingsborough Community College

La Roche College

Lakeland University

Lamar University

Lander University

Langston University

Le Moyne College

Lesley University

LeTourneau University - Longview Campus

Lincoln Land Community College

Lipscomb University

Lone Star College - Montgomery

Lone Star College System

Louisiana Tech University

Loyola University New Orleans

Madison Area Technical College

Madonna University

Manchester University

Marian University - WI

Marian University- IN

Marist College

McGovern Medical School

Medgar Evers College

Merced Community College

Michigan State University

Middle Tennessee State University

Midlands Technical College

Millersville University

Minnesota State University Moorhead

Missouri State University - Springfield Campus

Missouri Valley College

Missouri Western State University

Monmouth College

Montana Tech

Morehead State University

Mount Saint Mary College

Mount Saint Mary's University

Mount St. Mary's University

Mt. San Antonio College

Mumbai University – India

Napa Valley College

Nashville State Community College

National Chung Hsing University – Taiwan

National University

Nazareth College of Rochester

New Mexico State University

New York University

Newman University

North Carolina A&T State University

North Central Missouri College

8.2

North Central State College

North Central Texas College

North Dakota State University

Northeastern State University

Northern Michigan University

Northern Oklahoma College

Northwest Missouri State University

Northwest University

Northwest Vista College

Northwestern College

Northwestern State University

Nova Southeastern University

Nyack College

Ohio Christian University

Oklahoma Baptist University

Old Dominion University

Oregon Institute of Technology

Oregon State University

Osmania University – Hyderabad

Pace University

Palm Beach State College

Palo Alto College

Panola College

Pasco–Hernando State College

Pennsylvania College of Technology

Pennsylvania State University

Pierpont Community and Technical College

Polk State College

Portland State University

Purdue University

Queens College

Queensborough Community College

Reading Area Community College

Rhode Island College

Ripon College

RMIT University, Saigon Campus – Australia

Robert Morris University

Rush Medical College

Rutgers University - New Brunswick

Saba University School of Medicine

Saint Leo University

Saint Louis University

Salem State University

Sam Houston State University

San Antonio College

San Francisco State University

San Jose State University

Santa Rosa Junior College

Sastra Deemed University

Seminole State College of Florida

Seton Hall University

Seton Hill University

Shaw University

Shenandoah University

Shippensburg University

Sinclair Community College

Slippery Rock University of Pennsylvania

Sonoma State University

South Arkansas Community College

Southeast Missouri State University

Southeastern University

Southern Illinois University - Carbondale

Southern Illinois University - Edwardsville

Southern States University

Southwest Baptist University

Southwest Minnesota State University

Spring Hill College

St. George's University

St. John Fisher College

St. Joseph's College, Rensselaer, IN

St. Louis Community College

St. Norbert College

St. Petersburg College

St. Philips College

Stanford University

Stanislaus State University

State College of Florida, Manatee-Sarasota

State Fair Community College

Stephen F. Austin State University

Strayer University

8.2

SUNY Alfred State College

SUNY Binghamton University

SUNY College at Brockport

SUNY College at Oneonta

SUNY Fredonia

SUNY New Paltz

SUNY Plattsburgh State

SUNY Purchase College

SUNY University at Albany

SUNY University at Buffalo

Susquehanna University

Tarrant County College District

Taylor University, Upland Campus

Temple College

Temple University

Texas A&M University - Commerce

Texas A&M University - Corpus Christi

Texas A&M University - Kingsville

Texas A&M University - Texarkana

Texas Christian University

Texas Lutheran University

Texas State University

The City College of New York

The Community College of the Air Force

The George Washington University

The Johns Hopkins University

The Ohio State University

The Ohio State University at Lima

The University of Alabama

The University of Baltimore

The University of Chicago

The University of Georgia

The University of Kansas

The University of Louisiana at Monroe

The University of Memphis

The University of Montana - Missoula

The University of North Carolina at Greensboro

The University of Oklahoma

The University of Tennessee

The University of Tennessee at Martin

The University of Texas - Rio Grande Valley

The University of Texas at Arlington

The University of Texas at San Antonio

The University of Texas of the Permian Basin

The University of Toledo

The University of West Alabama

Thomas Jefferson University

Tidewater Community College

Tougaloo College

Trident University International

Trinity Valley Community College

Troy University - Dothan Campus

Truman State University

Tulsa Community College

Tusculum University

Tyler Junior College

Uganda Christian University - Uganda

Union University

Universidad del Norte, Barranquilla - Colombia

University of Alaska Anchorage

University of Arkansas - Fayetteville

University of Arkansas - Little Rock

University of Benin, Ugbowo Campus - Nigeria

University of California - Berkeley

University of California - Davis

University of California - Riverside

University of California - Santa Cruz

University of Cape Coast - Ghana

University of Central Missouri

University of Colorado, Colorado Springs

University of Connecticut

University of Dayton

University of Florida

University of Houston

University of Illinois at Chicago

University of Illinois at Urbana-Champaign

University of Illinois Springfield

University of Indianapolis

University of Iowa

University of Iowa - Tippie School of Business

8.2

University of Maine

University of Miami

University of Michigan

University of Minnesota - Twin Cities

University of Minnesota Crookston

University of Mississippi

University of Missouri - Columbia

University of Missouri - Kansas City

University of Missouri - St. Louis

University of Nebraska - Lincoln

University of Nebraska at Kearney

University of Nebraska at Omaha

University of New Mexico

University of North Florida

University of North Georgia

University of North Texas

University of Northern Iowa

University of Northwestern - St. Paul

University of Phoenix

University of Pittsburgh

University of Puerto Rico- Humacao Campus

University of South Carolina - Aiken

University of South Carolina - Columbia

University of South Carolina - Lancaster

University of South Carolina - Upstate

University of South Florida - Muma College of Business

University of South Florida - Sarasota/Manatee

University of South Florida - St. Petersburg

University of South Florida - Tampa

University of Southern California

University of St. Andrews – Scotland

University of the Arts Bremen – Germany

University of the Incarnate Word

University of the Pacific

University of the South

University of the Virgin Islands

University of Virginia

University of Virginia - College at Wise

University of Washington

University of Washington - Bothell

University of Washington - Seattle

University of West Florida

University of West Georgia

University of Wisconsin - Green Bay

University of Wisconsin - Madison

University of Wisconsin - Milwaukee

University of Wisconsin - Oshkosh

University of Wisconsin - Platteville

University of Wisconsin - Stout

Valley City State University

Vanderbilt University

Vincennes University

Virginia Commonwealth University

Washington State University - Pullman

Washington University in St. Louis

Weatherford College

Webster University

Wesleyan College

West Texas A&M University

West Virginia State University

West Virginia University

West Virginia University - Institute of Technology

West Virginia University- Morgantown

West Virginia Wesleyan College

Western Carolina University

Western Colorado University

Western Illinois University

Western Kentucky University

Western Michigan University

Western New England University

Westminster College - Pennsylvania

Westmoreland County Community College

Wharton County Junior College

Wheeling Jesuit University

William & Mary

Wittenberg University

Worcester Polytechnic Institute

Wright State University

York College of Pennsylvania

Young Harris University

8.2

APPENDIX B

For the purpose of conducting meaningful analyses on students' majors, these specific majors were placed into the following four categories:

BUSINESS

Accounting
Architecture
Business, not Accounting
Economics
Fashion
Finance
Hospitality
Human Resources
Journalism/Communication
Leadership
Marketing
Sports Management
Supply Chain Management

LIBERAL ARTS

Anthropology
Art
Cultural Studies
English
Film
Foreign Languages
Geography
Graphic Design
History
Performing Arts
Philosophy
Political Science
Psychology
Social Sciences
Sociology
Visual Arts
Writing

PUBLIC SERVICE

Criminal Justice
Education
Family Studies
Government
Homeland Security
Law
Library Sciences
Parks & Recreation
Social Work
Theology

STEM

Agriculture
Biology
Chemistry
Communication Sciences
Communications Technology
Computer Science
Construction
Data Analytics
Engineering
Engineering Technology
Environmental Science
Exercise Science
Forensic Science
Geology
Health Professions
Health Sciences
Health Technology
Kinesiology
Management Info Systems
Marine Sciences
Math
Military Technology
Nutrition
Occupational Health
Physics
Precision Engineering
Transportation
Veterinary Sciences

8.2



8.2



NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS
62 HIGHLAND AVENUE, BETHLEHEM, PA 18017 | WWW.NACEWEB.ORG | 610.868.1421

University of Maine Career Center

The Career Center staff follows our mission of engaging and educating students in their career development process. This mission drives our programming through the utilization of a theory based developmental approach. Moments such as celebrating the 20th anniversary of the Engineering Job Fair last October, cause us to pause to reflect on our past and energizes us to move forward with intentionality to engage our students in their future. Our partnership with the University of Maine at Machias is another opportunity for us to extend our reach by welcoming more students to share in our services. Their students are included in our online job listing database, CareerLink, are invited to participate in all of our programs and utilize our online resources. The interactive technology in the Career Center Library has provided a way to engage with students, from a distance, record presentations for later viewing and bring outside presenters to us. The Internship Collaborative, composed of faculty and staff connected to internships, meet to share best practices. We continue our work with the Flagship Internship Program and have published "*The Internship Guide*". Career Center services include: career counseling, resume and cover letter reviews, mock interviews and interview coaching, job search strategies, internship assistance, career/job fairs, information sessions, presentations, workshops, graduate and professional school preparation and application assistance, specialized events, and the Maine Mentor Program.

Summary of services from academic year 2018-2019:

- Met with 6,260 students through one-on-one appointments, walk-ins and presentations including meetings with first year undecided students with a focus on major selection.
- Had over 108,406 hits on our website; an 8% increase from 2017-2018.
- Held the largest Engineering Job Fair and Career Fair in Maine. Combined attendance: 327 employers.
- Facilitated on-campus interviews for 148 students with an additional 80 students participating in a phone or video interview utilizing the Career Center.
- Organized the third annual Career Fest in the fall, which encourages students to get an early start on their career development, and 5 industry specific events over the course of the academic year.
- Assisted health professions and pre-law students in their pursuit of professional school; 4/6 Tufts Maine Track Early Assurance seats awarded to UMaine students.
- Expanded our reach to students through our social media and other marketing efforts including newsletters, posters and outreach efforts.

University of Maine Career Center Staff

Crisanne Kadamus Blackie, Director, M.Ed, National Certified Counselor (NCC), Certified Career Counselor (CCC), Board Certified Coach (BCC), Board Certified-Telemental Health (BC-TMH), trained Mediator, and Registered Counselor

Kate Axelsen Foster, Assistant Director for Employer Relations, M.Ed, Certified Professional Coach (CPC)

BJ Roach, Career Counselor, M.Ed, Board Certified Coach (BCC) with certification in Career Coaching, and Certified Professional Coach (CPC)

Samantha Wheeler, Career Counselor, STEM/Health Professions, M.Ed, Certified Career Services Provider (CCSP), and Global Career Development Facilitator (GCDF)

Lisa Carter, Career Counselor, M.S., currently enrolled in doctoral program in Higher Education, and currently enrolled in Facilitating Career Development Program

Cindy Trimm, Career Services Coordinator

Janice Madore, Administrative Specialist

Kate Lonardo, Graduate Assistant, M.S., currently enrolled in doctoral program in Higher Education

Caryn Boutaugh, Graduate Assistant, currently enrolled in MSW program

University of Maine at Augusta *Career Connections*

<https://www.uma.edu/academics/advising/career-connections/>

Staff: Haley Brown, Coordinator of Career Connections (hbrown120@maine.edu, or 207-621-3130)

*Serves students from both Augusta and Bangor campuses, as well as nine UMA centers with the assistance of Center staff.

Mission:

To help students and alumni make connections between their academic experience and career paths, and to prepare students for their immediate next destinations and lifelong professional pursuits.

Key Activities:

- Explore self, academic majors and career options
- Obtain and reflect upon career-related and other experiences
- Develop professional presence and essential skills for workplace success
- Launch post-graduation career plans, including graduate/professional school and employment

Connections with Students:

- One-To-One Appointments
- Events (Career Summit, Employer Panels)
- Social Media
- Alignment with Clubs & Organizations

Connections with Employers:

- Event Participation
- Job/Internship Postings (Free)
- Job Shadowing
- Event Marketing (Information Sessions, Job Fairs, etc.)

Connections with Faculty and Curriculum:

- Alignment with Academic Advising
- Curriculum Infusion (classroom presentations on a variety of topics)
- Prior Learning Assessment (PLA)

Connections with Community and Alumni:

- Alumni Network
- Event Participation
- Volunteerism
- Service Learning/Civic Engagement

Tools and Services:

- Online Resources (Career Connections Website, UMA CareerLink, Big Interview, Zoom Appointments for Distance Students)
- Career Assessments (Myers-Briggs Type Indicator (MBTI), World of Work Inventory (WOWI))
- Document Review
- Career Workshops (Resume & Cover Letter Development, Successful Interviewing, Applying to Graduate School, Getting Connected on LinkedIn, Internships, Networking, PLA) **all offered via Zoom
- Internship Search/Preparation
- Job & Graduate School Fair Preparation
- Practice Interviews

The University of Maine at Farmington Career Services

Staff:

- Cyndi McShane (Cynthia.mcshane@maine.edu), Assistant Director of Career Services
- Steve Davis (Stephen.davis@maine.edu), Career Counselor/Outreach Coordinator
- Lori Soucie (lori.soucie@maine.edu), Assistant Director of Advising (25% time in career work)

Our philosophy:

UMF Career Services helps students make decisions about what they want to explore while in college as well as what they want to do post-graduation. We employ a holistic, developmental model based on the Planned Happenstance Career Theory – a theory that takes into consideration the impact unplanned events have on our careers and lives. We meet and interact with students and families during the admission process, throughout their time at UMF, and after they graduate. We encourage students to take advantage of opportunities in their professional, academic, and personal lives to develop the following Career Readiness competencies: professionalism, curiosity, drive, coachability, collaboration, and self-introspection and reflection. Our goal is to help students identify traits in themselves that will help them to find meaningful experiences after college, and to identify moments in their college experience (academic or experiential) that have enabled them to develop skills relevant to today’s workforce.

8.3

Events:

<i>Fall Semester</i>	<i>Spring Semester</i>
Student Employment Fair	Maine Summer Camp Job Fair
Outdoor Recreation Job Fair	UMF Career Fair
Graduate School Month	Education Career Fair
Drop In Hours and Employment Workshops	College to Career Panel & Networking Event
Meet the Majors Fair	Drop In Hours and Employment Workshops

Employer Relations:

UMF Career Services operates a job board, hosts employers during on-campus events, and invites employers to meet our students by tabling in our student center or holding informative sessions.

Individual Appointments:

The majority of our time at UMF Career Services is spent meeting individually with students, and supporting them through their academic and professional experiences. We assist students with items related to career acquisition and graduate school, including resumes, cover letters, job search, internships, interviews, accepting positions/negotiating, career & major exploration, post-college planning, graduate school, and anything else related to their future.

Classes in Academic and Career Exploration:

We teach credit-bearing classes in Academic and Career Exploration (ACE) for students who are interested in exploring majors and careers (tailored for first and second year undeclared students) and students who are planning to apply for internships and enter the workforce (tailored to juniors and seniors of any major).

Classroom Visits:

We present career topics to over 50 classes each year.

Liberal Arts Undeclared Advising:

Career Services staff also advise students in UMF’s Liberal Arts Undeclared program and contribute to retention by helping students make decisions to empower their future.

Opportunities:

New Employer Database & Job Board: Symplicity - Connecting on-campus student employment, Internships, and career searching (tentative launch Date Spring 2020)
Career Readiness: Developing a campus conversation About identifying and encouraging competencies desired in today’s workforce

Challenges:

Small Staffing: Two full-time employees and one quarter-time employee limits scope of offerings to our students
Funding: Limited opportunities to develop new programming or initiatives that increase operating costs

University of Maine at Fort Kent *Career Center*

The University of Maine at Fort Kent recognizes career planning as a process that begins in a student's first year and continues through to graduation. Students are introduced to the career planning process in their First Year Experience (HUM 102) course. The Career Center Coordinator leads an overview of the process and teaches the basic components of resume/cover letter writing. This introduction allows students to create a basic resume that can be utilized and updated throughout their undergraduate career for internships, externships, preceptorships, career fairs, and job/career opportunities. The Career Center wants students to see the value in using their 4 years at UMFK to define their career skills and be thoughtful in the way they invest their time to develop useful skills to be successful when they begin their job search.

Students are encouraged to use the services provided by and available in the Career Center. These services include occupational interest inventories, a career information library and resource center, and other helpful information and materials. Resume, Cover Letter, and Interviewing workshops are available throughout the school year to help students become familiar with different formats and styles employers expect to receive from college graduates.

All students are encouraged to seek individual career and/or graduate school counseling to identify procedures and process with regards to applications, personal statements, resumes, cover letters, curricula vitae, etc. before they submit application materials for a job or graduate program. The Career Center coordinates with employers to visit campus, attend networking events and host on campus interviews.

The UMFK Linked In page keeps students up to date on current job openings and volunteer opportunities; along with career preparation tips, upcoming activities and events. In addition, the Career Center hosts an annual Career Week when employers and professionals come to campus and engage with the students. There are various events such as the Annual Resume Writing Contest, Mock Interviews and a Networking event. The Mock Interview experience has grown to be a student favorite.

The Career Center Office coordinates with numerous employers to post job openings, visit campus, and host on campus interviews for internships and job opportunities. In the Fall semester, there is a Professional Development Series that brings 8-10 professionals to campus to hold workshops on topics such as, Professionalism; Resume Writing; Reputation; Interview Skills; Linked In, Volunteering, Elevator Pitch. These interactions between employers and students have led to professional connections for the students and some have been able to follow up with a job shadow opportunity.

The Career Center is working closely with Work Study/Student Employment supervisors to enhance the student employee experience. With new improved job descriptions and professional development opportunities, students will be able to use their work study experience as a stepping stone to their career.

University of Maine at Machias *Career and Alumni Relations Center*

Staff

Jo-Ellen Scribner, Manager (jscribner@maine.edu or 255-1228)

At the University of Maine at Machias, the Career and Alumni Relations Center focuses on career preparation for our undergraduate students, support and resources for our Alumni Association and networking events, and employer relations.

Career Café's are available live from campus and/or on zoom are presented for 10 weeks during both the fall and spring semesters. These career sessions focus on topics such as resume writing, mock interviews, salary negotiations, crushing the interview, etc., we also touch base on soft skill development. These career sessions give students a chance to explore, prepare, and develop their professional career skills.

The UMM Engaged Clipper Chatroom hosts Alumni, employers and career professionals throughout the state and country. During the fall and spring semesters the Career and Alumni Relations Center on campus hosts a radio chatroom where Alumni, employers, and career professionals can share their successes, advice for career preparation and opportunities, and mentorships. Alumni will be chatting about their journey through their careers and the employers will be talking about resume essentials, job interview expectations, and important career skills needed to be successful in the workplace. Tune in weekly to WUMM 91.1 in Machias or livestream from the UMM website at www.machias.edu.

Career and Alumni Relations Center Events Fall/Spring Semesters -- students are offered a variety of programs throughout both semesters of the academic year. Most events are open to all students while a few are presented to graduating seniors. Here are some of the events for the fall 2019 semester: Career and Alumni Relations Center Open House, Home and Family Weekend Networking event with Alumni, UMaine Graduate School visits, and the Senior Etiquette Dinner. Events for spring semester include: transporting students to the UMaine Career Fair offered every winter, UMM Career Fair and Festival, Business Etiquette Fashion Show, supports for Alumni networking events during Greek Weekend each spring, senior pampering day and the senior dinner before graduation each year.

Employer relations – we provide employers with opportunities to post job notices on our website, we develop partnerships in business and event program support, and we schedule individual sessions with students.

Career Closet – in partnership with Machias Savings Bank we offer a free career closet where students can find clothing suitable for interviewing and professional events.

Clipper Care Closet – working with the Alumni Association, we support a Clipper Care Closet on campus where students can access the program free who are in need of non-perishable personal items like laundry supplies, toiletry items, clothing, etc.

UMM Class Support – working with faculty we offer informational sessions on career topics on a regular basis in classes throughout the year.

UMM students have access to the CareerLinks program through University of Maine Career Center and there are always a variety of resources available for students to access on the UMM and UMaine websites. The UMM website, social media forums, etc., are maintained by the Career and Alumni Relations Manager at UMM.

University of Maine at Presque Isle *Career Readiness Office*

Our Career Readiness Office works with students, faculty, and employers to ensure that our students are **Career Ready**. With a degree from the University of Maine at Presque Isle, the career opportunities are endless. From resume writing tips to internship opportunities to job interview skill building, we have a plan in place to help our graduates land their dream job.

Staff

Nicole Fournier, Director (nicole.l.fournier@maine.edu or 768-9589)

We offer Real Experiences

Internships, Field Experiences, Practicums, Volunteer Opportunities, and Resume Building Work Experiences are all part of our Experiential Career Learning Program. All of these offer the potential for valuable learning opportunities outside of the classroom setting. These experiences can serve as a bridge between the traditional academic setting and the professions to which our students aspire. It is our goal at the University of Maine at Presque Isle for every student to gain **at least one** of these valuable experiences while they are with us.

Campus to Career Distinguished Graduate Program

This program fosters career readiness skills in our graduates. By utilizing curriculum development, academic/professional advising, co-curricular, and career preparation to assist students in the articulation of the value of their degrees and improve their post-college outcomes. This program provides opportunities for graduates to be better prepared and more competitive in the current labor market. Our program is based on the 7 National Association of Colleges and Employers (NACE) Career Readiness competencies.

Events, Workshops, & Classroom Presentations

Networking, interviewing, alumni engagement opportunities, and career readiness days are just a few of the events that we regularly offer students.

Job and Internship Search, Developing Resumes & Cover Letters, Interviewing Skills, Graduate School Preparation, and How to Apply for a Federal Job workshops are offered each semester. All of these services are also available on a one on one basis. Staff regularly present in classes on a variety of career essential skill building topics.

Employer Relations

When you are ready to hire, the Career Readiness Office is here to help. We offer a free job board for you to post positions you have available. We can work with you to develop an internship, volunteer, or resume building work experience with your company or business. We have multiple locations on campus to offer you tabling opportunities or information sessions.

University Experience 186

This is a two credit university experience course that is tailored to first year exploratory (undeclared) students. The course focuses on building a foundation necessary for a successful college career with an emphasis on career exploration and workforce readiness.

Clothing Closet

Located in the Campus Store, we offer a free professional clothing closet for students so they can put their best foot forward for job interviews and other work-related experiences.

Advising Services

In conjunction with the professional advising staff, the Career Readiness Office meets with every exploratory (undeclared) student to assist and support them in initial class scheduling assistance, offer strategies for academic success, provide referrals to campus resources and offices, and discuss career goals. Staff use a variety of methods to help students find a major that fits into their goal including O*NET, My Next Move, and NACE information.

University of Southern Maine *Career & Employment Hub*
usm.maine.edu/careerhub



Career & Employment Hub Service Model

8.3

USM's Career & Employment Hub prepares our students and alumni to achieve their career aspirations through experiential learning, employment and internships with the local business community. We work with area employers to identify and meet their workforce needs with USM students and alumni through customized recruiting services, internships and professional development programs.

Career Advisors

Guiding students towards career success by providing tools to foster career-readiness.

- ◆ Provide self-service tools for students.
- ◆ Career-readiness workshops and classroom instruction focused on career and life skills.
- ◆ Experiential Recruiting Events: Job, Career and Internship Fairs, Job Shadow, Networking Dinners.
- ◆ Manage and support internship programs.
- ◆ 1:1 career advising.

Student Employment Specialist

Cultivating meaningful, professional experiences for students through on-campus employment.

- ◆ Coordinates all on-campus student employment, both Federal Work Study and USM-Funded.
- ◆ Streamline student employment processes across departments.
- ◆ Educate supervisors on student employment best practices.
- ◆ Guide students through the job search and application process.
- ◆ Quality-assure the student employment experience for all.

Employer Relationship Managers

Building relationships with community employers to connect students with real world experiences.

- ◆ Identify workforce needs with area employers.
- ◆ Connect with USM students and alumni through USM's programs.
- ◆ Liaise between employers and USM faculty/staff.
- ◆ Assist employers in the development of internship programs.
- ◆ Facilitate employer engagement at Career Hub events and workshops.
- ◆ Continuously grow USM's robust network of employer partners.

Professional Development Programs

Providing the community with comprehensive programs to expand or sharpen their workforce skills.

- ◆ Practical, interactive training taught by professionals with extensive experience.
- ◆ Customized programs for individuals or teams.
- ◆ Develop new, workplace-specific skills.
- ◆ FMI, visit: usm.maine.edu/professional-development

UMS Career Development

Presented to the Academic and Student Affairs Committee
of the UMS Board of Trustees

October 2019

8.4



UMS Career Development: Overview

2

- ***Profile of Students Today and What They Demand***
 - Different needs based on student population (first-generation, low-income, traditional and post-traditional/adult, graduate students)
 - Lack of uniform understanding of what career development and planning can do for you as a student
 - “Everything employment”

8.4

Expectations/Perceptions of Career Services

3

- **Parent Expectations**
 - *“You’re going to get my student a job, right?”*
 - *Pressure on student to go into STEM majors*
- **Student Expectations**
 - *“I’m going to automatically get a job because I now have a degree”*
 - *“What can I do with X major?”*

Your degree is not your destination!

8.4

UMS Career Development: Continuum of Service

4

8.4



UMS Career Development: Student Centered

5

- Relationship building and in depth support
- Encouraging career exploration and discovery
- Assisting with the development of professional skills
- Partnering with academics to integrate a student development model
- Preparing students to take advantage of chance encounters and opportunities
- Developing a foundation that prepares students for a lifetime of workforce change

8.4

UMS Career Development: Value-Add, Tools/Technologies

6

- ***Value-Add of Career Services***

- Building critical connections between self, major, career and workforce demand
- Career ready skills and competencies
- Experiential learning (internships, practicums, off-campus and on-campus work)
- Planning for graduate school
- Contributes to student engagement and retention

- ***Resources, Tools and Technologies***

- Career Theory (Holland, Happenstance, Chaos, Solution-Focused)
- Online Resources (CareerLink, FOCUS2, O*NET, My Next Move, Occupational Outlook Handbook)
- Career Assessments (Myers-Briggs Type Indicator, WOWI, Strong Interest Inventory, StrengthsFinder)
- Professional Associations: National Association of Colleges and Employers (NACE), EACE, NCDA, MCDA, MCCC

8.4

UMS Career Development: Campus Collaboration 7

- ***Campus Collaboration and Partnering***
 - Best Practices
 - Review by nationally recognized career service operations
 - UMaine/UMM partnership
 - Sharing of:
 - Tools/Technologies
 - Career Fairs
 - Workshops
 - Professional Development

UMS Career Development: Employer Community

8

- ***Partnering with the Employer Community***
 - Career Fairs (broad-based and discipline focused)
 - Small offices more “reactive” to employer connections
 - Implementing recommendations from the “Workforce Engagement” report
 - USM Model – “Career and Employment Hub”
 - Employment relationship managers (meet with businesses to explore needs)
 - Connection to professional development and continuing education

8.4

UMS Career Development: Opportunities and Challenges 9

- ***Opportunities***
 - Sharing best practices
 - Implementing recommendations from Workforce Engagement and Micro Credential reports
 - Sharing access to fairs and workshops
 - Expanding student readiness for career development thinking and planning
 - Professional development to include badging (career service “champions;” skill and competency development for students within majors)

UMS Career Development: Opportunities and Challenges ¹⁰

- ***Opportunities (continued)***
 - Developing a replicable model for career services that meets the long term expectations of students and alumni
 - Enhancing career development/academic affairs collaboration
 - Career development/services as a competitive advantage
 - Unemployment Rate (Opportunity and Challenge)

UMS Career Development: Opportunities and Challenges 11

- **Challenges**
 - Staffing and resources in a changing, competitive environment
 - Single person offices, multiple responsibilities
 - Limited staffing, elongates response times (students and employers alike)
 - Employer and academic timeframes differ
 - Responsiveness to employer needs, including professional development opportunities, internships, etc.
 - Differing levels of what is available based on overall resources

UMS Career Development Overview

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8.4

Questions?





AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
All Primary & Secondary Outcomes
5. **BACKGROUND:**

During the September 15-16, 2019 Board of Trustee meeting, Chancellor Malloy recommended that UMS universities begin a process to unify the accreditations. James Thelen, General Counsel and Chief of Staff, and Dr. Robert Placido, Vice Chancellor of Academic Affairs will give a brief update on the unified accreditation project.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Faculty Representatives Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
302: Academic Calendars
5. **BACKGROUND:**

The Faculty Representatives to the Board of Trustees would like to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Faculty Representatives attending the meeting will have a brief discussion.

October 22, 2019

TO: Academic and Student Affairs subcommittee of the UMS BoT

FROM: Faculty Representatives to the BoT

Lisa Leduc (UMPI); Patti Miles (UM); Heather Ball (UMM); Tim Surette (UMA);
Clyde Mitchell (UMF); Matthew Bampton (USM)

RE: Faculty feedback regarding Unified Accreditation planning

As part of our role as liaisons between our faculty constituents and the BoT and this subcommittee, faculty representatives have been gathering feedback on the planning documents for moving toward Unified Accreditation.

We very much appreciate the Chancellors' efforts of visiting campuses and meeting with faculty in different forums and venues to discuss the principles and objectives and get feedback. The information we present here is not meant in any way to usurp or demean those vital communications. What we want to present is what we are hearing from our colleagues; positive feedback as well as questions and concerns.

The following information has been gathered on our various campuses through personal conversations, closed faculty meetings, anonymous surveys, as well as on-the-record faculty governance statements/documents. It does not necessarily represent the views and opinions of the individual faculty representatives themselves. We do believe however that we should be offering an alternative vehicle for faculty input to be on the record with the BoT.

Positive feedback on the plan to move towards Unified Accreditation (UA) was a minority of the feedback we received. Common comments included:

- 1) This may save some money and make smaller campuses more viable
- 2) If we truly share all of the larger campuses resources (ie library), as would be required under UA that could be a benefit to smaller campuses
- 3) Currently NECHE has concerns with instances where a campus relies on outside entities for courses and services; a single accreditation umbrella would alleviate those concerns
- 4) It would be nice to get Institutional Research (IR) support

However, the majority of feedback we have received has been about concerns and questions. We will summarize these themes here:

CONCERNS

- 5) Small campuses will lose their voice
- 6) We will lose mission differentiation of smaller campuses
- 7) Small campuses will become satellite/feeder campuses to larger ones and will only get the less prepared students
- 8) There are big implications on the peer review process – we have different standards across campuses (research vs teaching vs service)
- 9) This may limit campus based curriculum development if all similar programs across the system must collaborate

- 10) We have ongoing serious trust issues with any BoT/Chancellor/UMS office initiatives because of bad experiences in the past with top down change
- 11) Assessments of course and program outcomes are difficult as is, it would be unmanageable for an entire system. We would lose the granular information
- 12) Individual accredited programs being forced to combine/collaborate with other non/differently accredited programs on other campuses
- 13) Resources across campuses are not equal (ie library) – NECHE will be looking at that
- 14) One serious issue in one program or one campus could hold up accreditation for all
- 15) Not enough clarity of leadership and decision-making between UMS and campuses
- 16) Have not had the best experiences with centralized IT and HR – do not see how centralized accreditation would be any better
- 17) This is too rushed and poorly defined
- 18) Only lip-service is given to shared governance – recent experiences (Academic Partnerships, Academic Integrity Policy, System Research Plan) tell us faculty will not really be included
- 19) Another UMS initiative that will require extensive investment of time and resources for what might possibly be an abandoned pursuit – resulting in lowered morale
- 20) The Trustees are probably not familiar with the complexity and nuances of the academic accreditation process, it does not make sense to have them be making this decision just based on recommendations from the Chancellors office

QUESTIONS

- 21) If UA takes 2-3 years to develop, what about current timelines for each campus within their own re-accreditation schedule?
- 22) Will we have unified Financial Aid?
- 23) How will UA affect the general education – will it become unified?
- 24) What can be achieved by UA that we cannot do now by using Cooperating Departments (and MOU's if needed)? We can get collaborative programs this way. Also if we implemented the BoT cross-listing policy that would remove another roadblock to collaboration
- 25) Why not just have a centralized IR to help smaller campuses gather data for their own accreditation? Putting resources into IR would seem to be more cost effective and timely than pursuing UA
- 26) Is collaboration going to be mandated?
- 27) How will this impact campus budgets?
- 28) What is the actual cost savings?
- 29) Who will collect the accreditation data? Where will the voice of the small campuses be in that data collection?
- 30) How could NECHE do a visit?
- 31) How (specifically) will you reach the outcomes stated in the UA Recommendation document?
- 32) How will this end competition between programs and campuses?



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Representatives Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Board Academic and Student Affairs Committee. The discussion will be led by Nathan Carlow, USM Undergraduate Student Representative to the Board of Trustees.



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Appointment of James H. Page as Chancellor Emeritus of the University of Maine System
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** **BOARD POLICY:**
Board Policy # 406 – Emeritus Status
- 5. **BACKGROUND:**

Board of Trustees policy provides that Emeritus status may be conferred by appropriate resolution the honorary office of Chancellor Emeritus on a retiring or former Chancellor with at least 5 years of service. The Board of Trustees must approve this award and it is without salary.

The award of Emeritus Status is intended as a special honor for University employees who have served the University of Maine System with great distinction. Emeritus Status is granted to only those whose service has been most commendable and is in recognition of extraordinary contributions.

Dr. James H. Page retired as Chancellor of the University of Maine System on June 30, 2019. Dr. Page served as Chancellor for over seven years and was the longest serving Chancellor since 1993. As Chancellor, the UMS had the following noteworthy accomplishments:

- o Restored the financial stability of the System
- o Froze tuition for six years as a commitment to affordability of Maine students and families
- o Developed the One University framework to guide Maine’s public higher education reform
- o Consolidated administrative functions across the campuses and saved more than \$80 million in annual expenses
- o Made historical investments in student financial aid
- o Achieved a record of \$102 million in student and state-focused public investment over the course of the last biennium
- o Expanded Early College opportunities
- o Increased debt service to support STEM and critical engineering education capacity
- o Invested in workforce development infrastructure for all seven campuses with the voted-supported \$49 million obligation bond

6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee forwards the following resolution to the November 17-18, 2019 Board of Trustees meeting for approval:

That the Board of Trustees awards the title of Chancellor Emeritus of the University of Maine System to Dr. James H. Page in recognition of his service and contributions.