AMY AVERRE

HUSSON COLLEGE

NEASC
SELF STUDY REPORT

FOCUS VISIT

SEPTEMBER 24-26, 1989

HUSSON COLLEGE

FOCUS VISIT REPORT

SEPTEMBER 1989

TABLE OF CONTENTS

		PAGE
I.	Introduction.	1
II.	Institutional Overview.	3
III.	Areas of Focus.	5
	A. Fiscal Issues	5
	1. Financial Condition of the College.	5
	2. Related Party Transactions.	9
	3. Enrollment Trends and Attrition	11
	4. ICLS.	14
	5. Library Expenditures.	16
	6. Fiscal Issues - Summary	18
	B. Faculty Issues.	20
	1. Governance and Communication.	20
	2. Faculty Workload.	24
	3. Faculty Credentials	28
	4. Use of Part-time Faculty.	29
	5. Faculty Issues - Summary.	31
IV.	Summary Appraisal and Plans	32
V.	Appendix.	35

List of Tables

		PAGE
1.	Debt and Equity.	5
2.	Line of Credit	6
3.	Audited Operating Balance.	6
4.	Current Fund Balance	6
5.	Endowment.	7
6.	Trend in Capital Expenditures.	7
7.	Dormitory Occupancy.	8
8.	Grand Total FFTE, Fall Semester.	12
9.	Estimate of Entering Class based on TD's	12
10.	Student Enrollment Data 1988/89 Fall Term, Adjusted.	13
11.	Library Expenditures	16
12.	Student Perceptions of Quality of Education.	19
13.	Program Modifications 1983-1988.	25

List of Appendices

		PAGE
A.	CIHE Forms I, III, IV, V.	35
B.	Husson College Organizational Chart	39
C.	Steering Committee and Task Forces for NEASC Focus Visit. . . .	40
D.	Tables Reflecting % PT/FT Faculty	42
E.	NEASC Survey of Off-Campus Sites.	46
F.	CED Goals, Objectives, and Courses-of-Action.	49

I. INTRODUCTION

The purpose of this report is to provide a description of the changes and growth of Husson College since its last focus visit in 1985 and, in particular, to present to the visiting team and the Commission on Institutions of Higher Education a description of the progress Husson has made in addressing the areas of concern expressed in the Commission's letter of March 15, 1989. The report is organized according to the outline provided in the Commission's "Procedures for the Focused Evaluation Visit."

The areas of concern in the Commission's letter center around two broad themes: fiscal issues and faculty issues. In this report the section on fiscal issues deals with the overall financial condition of the College, the nature and scope of related party transactions, enrollment trends and attrition, library expenditures, and the institution's efforts at maintaining and enhancing academic quality while successfully solving its financial problems. In a separate communication, the Commission asked that we include in this section a very brief description of Husson's International Center for Language Studies (ICLS) which became fully part of Husson College in the fall of 1987. The section on faculty issues addresses the role of the faculty in academic governance, improved communication between administration and faculty, control of course proliferation and faculty work loads, and faculty credentials.

The process used in preparing this report involved the appointment of a fifteen-member Steering Committee overseeing the work of eight task forces (see Appendix C). In all, the effort involved the active participation of approximately 30% of the entire College community representing the Board of Trustees, senior administration, faculty and staff. After a period of data gathering and initial report writing by the task forces, various members of the Steering Committee were responsible for the preparation and revision of

specific sections of this report. After completion of the first full draft, consultations were held with members of the staff of the Commission and with the chair of the visiting team. The final draft of the report was then read and corrected, where necessary, by members of the Steering Committee. It was the consensus of all participants that the preparation of the report, while time consuming and demanding, provided an excellent opportunity to reflect on the significant progress the College has made during the past four years.

II. INSTITUTIONAL OVERVIEW

The 1989 NEASC focus visit to Husson College occurs at a period of transition. Twenty years ago the College moved onto a federally financed campus it could neither fill nor afford. The institution continued to provide its students with solid academic programs and a collegiate environment, but the costs were great. To maintain financial viability, the College sold land on the periphery of the core campus, borrowed against its assets, and leased one of its dormitories to a Job Corps program funded by the Department of Labor.

In October of 1987, a financial breakthrough was achieved. Combining gifts and no interest loans with private bank financing, the College was able to prepay its entire $7 million debt to the federal government. In the two years following this financial restructuring, the College has made significant progress on a number of fronts. The May 1989 graduating class was the largest in recent history. The largest freshman class in recent years will enter the College in the fall of 1989. Three new doctorally prepared faculty have been recruited for 1989-90, and recently two faculty members have completed their Ph.D's. The Board of Trustees has added to its ranks individuals with strong academic background. Debt has been reduced, audits are no longer qualified, and year end lines-of-credit remain unused.

Achieving this turn around required the implementation of rigorous controls, the contraction of staff through attrition, temporary increases in teaching loads, and substantial fund raising and sacrificial giving on the part of trustees. Yet major challenges remain. The $3 million debt is large for a College with an annual operating budget of nearly $10 million and an endowment of only $1 million. The contract with Penobscot Job Corps, which contributes significantly to overhead, will end in 1994. A decreasing population of 18 to 24 year-olds and increasing government support for Maine's

public postsecondary schools will intensify competitive pressures in the years ahead. Nevertheless, for the first time in recent history, Husson College enters a new fiscal year focusing primarily on the quality of academic programs and collegiate life rather than on financial viability. In responding to the expressed concerns of the New England Association, this report will document these substantial changes.

The process of preparing this document has led the College to recognize several areas where its reporting has been less than clear in the past. First, the practice of recording second year associate degree students as "seniors" instead of "sophomores," has inadvertently made attrition between the freshman and sophomore year look far worse than it is. Second, the salaries of nursing faculty, who comprise 25% of all faculty, are paid by Eastern Maine Medical Center and are not recorded on Husson's accounts. Thus, a recording of faculty salary expenditures based on the Husson College budget alone has resulted in an under reporting of total faculty salary expenditures. Third, enrollments were temporarily inflated in the mid-1980's by a cohort of students taking courses at discounted tuition rates as part of a government funded retraining program. Failure to explain this circumstance led in subsequent years to an apparent anomaly: a modest decline in academic FTE (as students left the system) at the very time financial FTE were on the rise. Part III of this report addresses these discrepancies.

Perhaps the greatest challenge facing Husson College has been internal communication. Simultaneous efforts to reduce staff and increase efficiency have drawn time and attention away from those processes which support substantive dialog among members of the College community. As financial pressures have eased, however, steps have been taken to increase constructive interaction between and among trustees, administration, faculty, staff and students. Many of these steps are documented in this report. The Husson College community recognizes that only through such dialog will an answer emerge on how best to meet the challenges which remain and the opportunities which lie ahead.

III. AREAS OF FOCUS

A. Fiscal Issues

1. Financial Condition of the College

The improvement in Husson College's financial condition is revealed in several trends. Audited financial statements for the past three years will be available in the visiting team workroom.

Debt and Equity: Husson's debt peaked in FY 86/87 and fell thereafter with equity rising proportionate to the decline in debt. Table 1 displays the trend in debt, equity (i.e., total fund balances) and debt/equity ratios for the past four fiscal years.

Table #1 Debt and Equity as of June 30th

	FY 85/86	FY 86/87	FY 87/88	Unaudited FY 88/89
Debt	$8,829,140	$8,331,811	$3,738,393	$2,802,372
Equity	4,423,471	5,439,046	10,342,202	12,000,000 (est)
Debt/Equity Ratio	2.00	1.53	.36	.23

Line-of-Credit: Husson has historically used lines-of-credit for much of the year with maximum requirements coming in December, just prior to receipt of revenue for the second semester, and in the summer, prior to receipt of fall revenues. For the first time in recent history, Husson did not require use of its line-of-credit in December 1988, nor has it borrowed from its line-of-credit as of June, 30, 1989. Table #2 displays Husson's use of its line-of-credit.

Table #2 Line-of-Credit as of June 30th

	FY 85/86	FY 86/87	FY 87/88	FY 88/89
Line-of credit	$1,050,000	$ 800,000	$ 500,000	-0-

Current Fund Balances: Husson current funds provide one measure of the relationship between current revenues and current expenditures. For the first time in over a decade the College experienced a current fund balance surplus in FY 88/89. Operating balances are captured in Table #3. The current fund balance is displayed in Table #4.

Table #3 Audited Operating Balances as of June 30th

	FY 85/86	FY 86/87	FY 87/88	Unaudited FY 88/89
Revenues	$7,735,021	$8,027,398	$8,302,234	$9,169,036
Expenditures/ Transfers	7,829,511	7,767,395	8,297,393	8,579,036
Surplus (Deficit)	(94,490)	260,003	4,841	590,671
Ratio (Rev./Exp.)	.99	1.03	1.00	1.07

Table #4 Current Fund Balance as of June 30th

	FY 85/86	FY 86/87	FY 87/88	FY 88/89
Current Fund Bal.	(3,375,307)	(3,181,745)	(243,301)	200,000 (est)

Endowment: Husson has coupled the proceeds from its annual giving and a modest capital campaign to increase its endowment from $285,063 at the beginning of FY 85/86 to $1,021,739 on June 30, 1989. This trend is summarized in Table #5.

Table #5 Endowment as of June 30th

	FY 85/86	FY 86/87	FY 87/88	Unaudited FY 88/89
Endowment Balance	$285,063	$487,096	$843,083	$1,035,798

Capital Investment: The new campus, completed in 1969, required little maintenance initially. As the campus aged, preventive maintenance, replacement and renovations took place but fell short of needs. Since FY 85/86, however, capital expenditures have been increasing significantly. It is anticipated that at the current annual capital investment rate of $500,000 (1989), the College will have completed major preventive maintenance projects and a normalized maintenance schedule will have been achieved by FY 93/94. Table #6 summarizes the recent trend in capital expenditures.

Table #6 Trend in Capital Expenditures

	FY 85/86	FY 86/87	FY 87/88	Unaudited FY 88/89
Capital Expenditures	$260,699	$221,108	$278,031	$416,833

Dormitory Occupancy: Dormitory occupancy is another measure of underlying financial health. Dormitory occupancy at Husson has increased 18%, from 376 in the fall of 1986, to 442 in the fall of 1988. Mid-year forecast for the fall of 1989 suggests dormitory occupancy will reach 500. In addition to incremental increases in revenues from dormitories and associated food service, the growth in the population of resident students provides greater opportunity to sustain campus-based activities. Table #7 summarizes occupancy figures.

Table #7 Dormitory Occupancy

	Fall-1986	Fall-1987	Fall-1988	Est.* Fall-1989
Husson Day Students	333	351	379	420
ICLS Students	14	25	28	40
NE Sch of Broadcasting	29	29	35	40
TOTAL:	376	405	442	500

2. Related Party Transactions

Financial Accounting Standards Board Statement No. 57, published in March 1982, requires that material related party transactions which are not eliminated in consolidated or combined financial statements must be disclosed in the financial statements of the reporting entity. A related party includes, but is not limited to, any party that may or does deal with the enterprise and has ownership, control or significant influence over the management or operating policies of another party to the extent that an "arm's length" transaction may not be achieved. Disclosure of such related parties does not in any way imply favored influence or impropriety, but simply informs the reader of the financial report that the relationships exist.

Since several members of the Husson College Board of Trustees own, work for, or are board members of enterprises with which the college has varying degrees of business relationships, the College's auditing firm felt obligated to disclose the nature of those transactions. Two related parties are worthy of note: the Training and Development Corporation (TDC) and the Eastern Maine Medical Center (EMMC).

The Training and Development Corporation holds the United States Department of Labor contract for administering the Penobscot Job Corps whose participants have been housed and fed on Husson's campus since 1979. Until recently, both the chairman of the board and the president of TDC served on Husson's Board of Trustees. The president of TDC did not seek reappointment to the Husson Board in 1988. The College negotiates a food contract with TDC on an annual basis, and in the spring of 1989 it entered into a five year lease renewal of the Bell Hall Dormitory to Job Corps. The rate, established by a government appraiser, is over $300,000 per year. The Job Corps has also negotiated a small contract for limited access to Husson's athletic and other facilities.

Several members of the Board of Trustees of Eastern Maine Medical Center and a vice president of that organization serve on the Husson College Board. Husson and EMMC jointly deliver a fully accredited baccalaureate nursing program. The program falls entirely under Husson College's jurisdiction with respect to academic content. While the nursing faculty are full members of the Husson College faculty with all attendant privileges and obligations, they are salaried employees of EMMC. Husson collects all tuition revenues from nursing students and then reimburses EMMC for clinical courses taught by nursing faculty on a pro-rated basis (e.g., if a student took microbiology, psychology and two clinical courses, tuition revenue would be split 50:50). The EMMC payroll for faculty and staff in the Husson/EMMC Nursing Program exceeds $400,000 each year.

It should be observed that Bangor is a community of 30,000 inhabitants and the entire State of Maine has a population of just over 1,100,000. In seeking trustees of stature and influence in the community and the state, Husson understandably identifies individuals involved in related business and service activities. Husson and its board enter into these relationships with full knowledge of the related party associations. The College does require all board members to sign a related party disclosures each year.

3. Enrollment Trends and Attrition

Enrollment figures can relate to head count, academic full-time equivalents (FTE) and financial full-time equivalents (FFTE). Headcount and FTE figures indicate a gradual increase in total FTE through the fall of 1987, then a decline in the fall of 1988. Financial FTE (FFTE), defined as tangible tuition revenue from all sources divided by day school tuition in each year, indicates no such decline. There are two principal explanations for this contradiction between FTE and FFTE. Between 1985 and 1987, Husson accepted a significant number of federally funded displaced workers at a highly subsidized tuition rate. These Training Readjustment Act/Training & Development Corporation (TRA/TDC) students inflated headcount and FTE but did not contribute proportionately to College revenues. Conversely, when the TRA/TDC enrollment declined between 1988 and 1989, little revenue was lost. At the same time an increasing number of students in the new nursing program moved into junior and senior status where clinical experiences comprise the major portion of their course work. Tuition for these clinical courses was passed through to EMMC. In short, the FTE increased but the FFTE did not. Most TRA/TDC students have now left the system and the nursing program has a full contingent of students in each class. FTE and FFTE figures should once again track together. Table #8 displays financial full-time equivalents (FFTE) for fall semesters from 1985 to 1988.

Table #8 Grand Total FFTE, Fall Semesters

	1985	1986	1987	1988
Tangible Tuition-Fall Sem.				
Day School	$1,325,875	$1,354,182	$1,426,658	$1,514,029
Continuing Ed./Grad School	396,556	392,207	405,066	442,533
TOTAL TANGIBLE REVENUE				
FOR FALL SEMESTER:	$1,722,341	$1,746,389	$1,831,724	$2,016.562
Full-Time Day School				
Tuition	2,775	2,775	3,050	3,200
FFTE (Revenue Divided by				
Tuition)	621	629	601	630

Tuition deposits at a given moment in the spring constitute at least one measure of the subsequent fall enrollment. Tuition deposits (TD) in the summer of 1989 provide an indication of a very strong entering class in the fall of 1989. Table #9 compares tuition deposits (TD) the last week of July for each of the past three years and using an average relationship for extrapolation provides an estimate for the 1989 entering class.

Table #9 Estimate of Entering Classes Based on Tuition Deposits

	FY 86/87	FY 87/88	FY 88/89	FY 89/90
TD as of 7/28/89	244	243	246	316
Final TD in Sept	277	288	278	346 (est)

Husson College has historically reported student enrollment by class in a way which has led to a distorted perception of attrition between the freshman and sophomore years. Husson has always counted associate degree students

entering their second year of study as "seniors" and has entered them statistically under "fourth year." This creates an appearance that enrollment falls by more than 50% between the first and second year, but increases dramatically between the third and fourth years. Thus, the enrollment data forms (see Appendix A) filed each year with the Commission have presented an inaccurate picture.

Efforts to address the error in this report were hampered by the difficulty of retrieving from the computer system data prior to the most recent academic year. However, in Table #10 the enrollment data for fall 1988 have been reconstructed to show the associate in science students entered as second year rather than fourth year students.

Table #10 Student Enrollment Data 1988/89 Fall Term, Adjusted

	Adjusted to show 2nd year AS students as Sophomores excluding CED
Undergraduate	
First Year	
Full-time Headcount	266
Part-time Headcount	10
TOTAL:	276
Second Year	
Full-time Headcount	181
Part-time Headcount	13
TOTAL:	194
Third Year	
Full-time Headcount	121
Part-time Headcount	10

TOTAL:	131
Fourth Year	
Full-time Headcount	120
Part-time Headcount	11
TOTAL:	131

Beginning with the academic year 1989-90 all enrollment records will be retained in a format consistent with CIHE reporting requirements.

Finally, aggregate figures do not capture what actually happens to individual students between initial enrollment and subsequent semesters. The College has tracked the 193 freshmen who entered Husson in September, 1987. In the fall of 1988, 131 of these students remained in attendance representives an attrition rate of 32%. Husson also surveyed 108 underclassmen enrolled in the spring of 1988 who did not return in the fall of 1988. Although no one response dominates, financial concerns and transfers to other colleges were the most common reasons offered for leaving Husson.

4. International Center for Language Studies

Another, although considerably smaller, source of enrollment at Husson College is the International Center for Language Studies (ICLS). The ICLS program was established on Husson's campus in 1977. It formally became part of the College in 1987.

Husson notified the Commission of the change in March 1989, and the Commission's response stated that "it would be appropriate to include some discussion of the Center in the report developed in preparation for the Fall 1989 focused visit."

Through ICLS, Husson College offers training in English as a second language to students from around the globe. The program is organized in a

series of nine levels ranging from beginning to advanced. Each level is comprised of four weeks of intensive instruction, and maximum class size is twelve. Students who complete level 9 of the ICLS program are prepared for college-level study; many choose to remain at Husson and enroll in undergraduate or graduate course work.

The ICLS program is headed by a full-time director who reports to the Dean of Institutional Advancement. The director supervises a teaching staff of five, a part-time administrative assistant and work-study students.. The program's facilities consist of a fully-equipped language laboratory (16 carrels), five classrooms and an office-reception area. The majority of ICLS students reside on campus and take their meals at the central College dining commons. They are free to participate in all campus activities except intercollegiate sports and utilize all campus facilities including the gymnasium complex and the library.

During 1988 and 1989, enrollment in the ICLS program has averaged 35-40 students per month. The size of the program has doubled since 1985, and given increased institutional commitment to student recruitment, enrollment is expected to continue to grow. Current enrollment includes students from Japan, Brazil, Korea, Vietnam, Canada, Turkey, Greece, Venezuela and other countries.

ICLS plays a unique role at Husson College. Its students bring an international dimension to campus life and contribute by their very presence to the growth of intercultural understanding within the College community. The program's success is one of the factors behind a recent College-wide initiative to focus attention on international education. A task force has been established and charged with responsibility for strategic planning on a range of issues including study abroad program for Husson students, student and faculty exchanges with foreign colleges and universities, international internships, and the adequacy of the curriculum in preparing students for careers in an increasingly international marketplace.

ICLS is also currently exploring the feasibility of providing intensive study in selected foreign languages. This expanded programming would be designed to serve business people, educators, students and others who wish to acquire skills in a foreign language as part of their preparation for work or travel.

5. Library Expenditures

The March 15, 1989 Commission letter notes a concern with library expenditures over the past three fiscal years. This concern stems from the information listed on the CIHE Data Form I which was included in the November 28, 1988 letter from President Beardsley to Dr. Cook. The dollar amounts for the library include operating expenses and salaries and wages for full-time personnel and work-study students. Expenditures for books and periodicals are listed under Other Transfers. A more accurate table showing library expenditures follows.

Table # 11 Library Expenditures 1985-1989

Fiscal Year	Books and Periodicals	Salaries and Wages	Operating Expenses
1985-86	$29,900	$67,900	$9,000
1986-87	28,300	49,000	9,400
1987-88	38,000	49,000	10,100
1988-89 (Est.)	52,000	51,500	11,100

Library expenditures for books and periodicals have increased each year, except in the 1986-87 fiscal year. One year after 1986-87, expenditures rose 35 percent; two years later expenditures rose almost 80 percent.

Library staff continue to work with faculty to acquire materials appropriate to the library's mission. A collection development policy has been drafted and, when approved and implemented, will help to ensure that funds are allocated wisely among subject areas. Collaborating with book jobbers has streamlined the acquisitions process and allowed for electronic book ordering. A large portion of the acquisitions budget is for periodicals, serials and up-to-date news services (such as Value Line).

The changes in salaries and wages reflect changes in library personnel. During 1985-86, the library employed two librarians and one library aide. From June 1986 to May 1988, the library was staffed by one librarian and one library associate. (The library aide became library associate.) As of mid-September 1988, the library employed two librarians and up to twenty work-study students.

Changes in the configuration of full-time personnel have resulted in a shifting of emphasis in library services. While still providing one-on-one reference service, the librarians work with English and Nursing faculty to provide basic bibliographic instruction to small groups of first- and second-year students. The librarians encourage graduate and evening students to call them during the day with reference questions. Requests for interlibrary loans by faculty and students increase each year. In January 1988, the library began subscribing to Dialog Information Services, an online databank of over two hundred databases. As the librarians become more adept at using Dialog, students will be encouraged to make greater use of this service. The library staff is committed to providing a variety of services to meet the information needs of a diverse student body.

Library operating expenses increased 4.4 percent in 1986-87 over 1985-86 and 7.5 percent in 1987-88 over 1986-87. Part of this increase went towards the purchase of two computers. A Maine State Library grant provided two CD-ROM drives and some money for one computer. With the computers the library

staff has increased access to databases and electronic bulletin boards. A computerized circulation system is currently being written and tested. The goal is to streamline daily operations and procedures so that the librarians have more time to work directly with students.

6. Fiscal Issues - Summary

The preceding sections of this self-study describe the progress Husson College has made over the past three years in improving its financial position. At present Husson is in a demonstrably stronger fiscal position than at any time in the previous 20 years, and tuition deposits for new students entering this fall indicate that the progress will continue in 1989-1990.

While it is very clear that substantial institutional effort has been invested in improving the financial condition of Husson, it is less easy to document the results of concomitant efforts toward improving academic quality. Some signs are very clear, however. Three new doctorally prepared faculty will join the College this fall, and an additional $60,000 has been committed to the instructional equipment budget. In terms of student outcomes, the accounting faculty report that over the past three years 40% of Husson's first time takers of the CPA examination have passed two of the four tests compared with a national average of approximately 20%. Similarly, 91% of the BSN graduates who took the nursing boards over the past three years passed them successfully. The number of graduates of the teacher education program this past year who passed the National Teacher Examination, the first year in which the NTE was required in Maine, was 70%. While this figure is low, the appointment of a new director of teacher education beginning this fall is expected to lead to a strengthening of this program.

With respect to students' perceptions of the quality of education received at Husson, the Office of Career Counseling and Placement distributed an extensive questionnaire to members of the 1988 graduating class. In response

to a listing of specific areas, 80% or more of the respondents saw the following items as contributing "somewhat" or "very much" to their personal growth:

Table #12 Student Perceptions of Quality of Education

ITEM	PERCENT POSITIVE RESPONSE
Writing effectively	88%
Speaking effectively	84%
Understanding written information	92%
Learning on one's own	81%
Following directions	88%
Organizing time effectively	95%
Recognizing own rights, responsibilities, privileges	91%
Planning and carrying out projects	93%
Persisting at difficult tasks	87%
Defining and solving problems	90%
Recognizing assumptions, making logical inferences and reaching correct conclusions	88%

The complete survey of graduates as well as surveys of current students' perceptions of the quality of their educational experiences are available in the visiting team workroom.

In terms of employment of graduates, 96.6% of respondents in the Class of 1988 indicated that they were employed in their chosen field or attending graduate school. The Career Counseling and Placement Office has surveyed graduates for the past seven years and annually compiles a profile of each graduating class with comparative figures for the previous four years. Copies of these surveys are available in the visiting team workroom.

B. Faculty Issues

1. Governance and Communication

The March 15, 1989 Commission letter indicated the need for "documentation of an expanded faculty role in academic governance and evidence of improved communication between administration and faculty in order to make faculty participation more meaningful."

Good communication is the cornerstone of an effective organization. In the report submitted by the 1985 NEASC visiting team several weaknesses in governance and faculty/administration communication at Husson were noted. Steps have been taken since that time to address those weaknesses by developing more effective structures and processes to ensure better communication between faculty and administration. The following section addresses point-by-point the weaknesses cited in the 1985 focus visit report (pp. 10-11) under the heading "Governance and Communication."

> 1. The Faculty Senate is a voluntary, dues-paying organization which has an advisory function rather than one of true governance. (1985, p. 11)

During the 1985-1986 academic year the Faculty Senate was restructured as the Faculty Forum. The membership of the Faculty Forum differs from the Faculty Senate. Membership in the Faculty Senate was restricted in that the Graduate Dean and the academic department heads were not voting members. In addition, all voting members were required to pay dues. In the Faculty Forum at present, voting members include all full-time ranked faculty, and all department coordinators and division chairs. Dues are not required; rather, a budget of $200 per year has been provided to cover costs such as duplicating and mailing.

On August 25, 1988 a faculty retreat was conducted by a recognized consultant in faculty governance structures, Dr. Thomas A. Emmet. Two important results emerged from that retreat: first, the faculty agreed to establish a steering committee to begin the development of a new Faculty Handbook which would include a new academic governance structure, and in addition, the present Faculty Forum committees would be expanded both in terms of membership and function until such time as the proposed new handbook was ready for adoption. In particular, the Faculty Forum Executive Committee was expanded to include the chairs of all Forum standing committees and the Provost as an ex-officio, non-voting member. Similarly, the Curriculum Committee was expanded to include as ex-officio members the Provost and the Registrar.

During the 1988-1989 academic year the expanded Curriculum Committee developed new processes and forms for proposing curricular changes. By the spring semester a number of proposals were approved by the Curriculum Committee, forwarded to the Faculty Forum for consideration and approval, then forwarded to the Provost. After reviewing the proposed changes in the Provost's Advisory Council, all of the changes were scheduled to be implemented beginning with the Fall 1989 semester. In general, proposed curriculum changes are developed by the division faculty, forwarded to the Curriculum Committee for review and approval, then submitted through the Executive Committee to the full Faculty Forum for approval. The approved changes are transmitted by the President of the Faculty Forum to the Provost who, after discussing the management of the changes with the Provost's Advisory Council (PAC), either implements the changes, forwards the proposal to the President for his/her approval (if necessary), or returns the proposal to the Faculty Forum with comments or questions. The role of the PAC is to make certain that the changes can be effectively managed.

The academic governance structure described in the proposed new faculty handbook is a further expansion of the role and function of the present Faculty Forum. In particular the proposed new by-laws state that:

> "matters of curriculum, instructional environment, faculty welfare, subject matter and methods of instruction, research, faculty status, those aspects of student life which relate to the educational process, the role and mission of the institution, and academic budget priorities are matters for the direct purview of the Faculty Forum."

Copies of the proposed new faculty handbook as well as minutes of all Faculty Forum committee actions are available in the visiting team workroom.

> 2. The role of the faculty with respect to how changes to academic policies and procedures are made is not clearly specified in the College Handbook. (1985, p. 11)

The College Handbook has undergone a sweeping revision this year; the faculty have been involved extensively throughout the process. In particular, the role of the faculty with respect to changes in academic policy and procedure has been clearly spelled out in the proposed new faculty handbook which has been made available for the visiting team's inspection.

> 3. Given the size of the program, academic departments lack the appropriate personnel to be able to participate in a meaningful way in many curricula decisions in the Graduate Program. (1985, p. 11)

Decisions regarding academic matters in the Graduate Division are the responsibility of the Graduate Executive Committee. The committee is composed of three members of the Graduate Faculty and the Dean of Graduate Studies. Its responsibilities include program planning and development, general oversight of the graduate curriculum (including decisions to add, delete, or modify courses), policies on academic standards, and all decisions regarding admission to the program and academic probation and dismissal. In accordance with the governance processes in place prior to 1988-1989, all decisions of the Graduate Executive Committee on curriculum matters, program changes, and academic standards were referred to the Academic Council of the College for

review and approval. Beginning in 1988-1989, again in keeping with the governance structure of the College, decisions on matters of program and curriculum are referred to the Curriculum Committee of the Faculty Forum and through it to the Faculty Forum.

> 4. Faculty initiative in curricula development could be inhibited by excessive layering of administrative approval which is required. Also, new programs, e.g., the nursing program, are instituted without a meaningful discussion process. (1985, p. 11)

The process is much clearer since the reorganization of the Faculty Forum. The layering mentioned as a weakness no longer exists. All of the curriculum changes this past academic year required only the concurrence of the Provost before implementation. As described earlier, all changes are initiated by faculty and require faculty approval at both the committee level and full Faculty Forum. The chain of decision making for major changes is from the Faculty Forum to the Provost to the President to the Board of Trustees. Most curricular initiatives would not reach the higher levels of review.

> 6. A more specific definition of the overall objectives and mission of the College is needed so that the faculty, administrators, and trustees will be able to assess the viability and fit of new marketable programs. (1985, p. 11)

At the May 21-22, 1988 Board of Trustees retreat the need to re-examine the mission statement was identified and a Futures Task Force consisting of five trustees, the President and the Provost was appointed to review the mission statement and suggest revisions where needed. During the summer of 1988 this task force was restructured as the Futures Committee and its membership was enlarged to fifteen members including faculty and senior administrators under the chairmanship of President Beardsley. The Futures Committee met during summer and fall, submitting to the Board of Trustees a proposed revision of the institutional mission statement. At the June 3-4,

1989 Board of Trustees retreat this new version was discussed and suggestions for additional modifications were made.

> 7. Many faculty members have the impression that information tends to flow downward only. (1985, p. 12)

This concern has been addressed in a number of ways since the 1985 focus visit. With the restructuring of the Faculty Forum in 1985 - 1986 to include as voting members all department heads, and the chief academic officer as an associate member, two-way avenues of communication were opened and broadened. The faculty member elected to serve as a full voting member of the Board of Trustees provides opportunity for the faculty perspective to be made known at the highest governance level of the institution. The president of the Faculty Forum sits as a member of the President's Cabinet and in addition five faculty members serve on the Futures Committee. Thus, opportunities exist for significant interaction and exchange of views between faculty, senior administrators and Board members.

In late spring 1989 a questionnaire regarding the quality of communication in the academic area was distributed to all faculty. Although the results are still being analyzed, the communication problem identified by the visiting team in 1985 seems no longer to be the issue it was four years ago. Overall, questionnaire results indicate that the "communication climate" of the institution is satisfactory. It was not surprising to note that the perceived quality of communication among those working closely together (e.g., faculty members and their department coordinators/division chairs) was good while the greater the organizational distance (e.g., between faculty members and Trustees) the less positive the perceptions. The results of the survey will be available in the visiting team workroom.

2. Faculty Workload

Another area of focus identified in the Commission's letter of March 15,

1989 was the need for "documentation of program review to stem proliferation beyond faculty capability and to control faculty workload in order to encourage course preparation and allow time for professional growth."

With respect to the issue of course and program proliferation, one of the strengths identified in the report of the 1985 visiting team was as follows:

> Faculty have freely and willingly accepted responsibilities of reviewing their offerings and reduced the number of courses and programs. This was done without any unacceptable increase in class size. The average class size during this fall semester appears to be appropriate for a school of this size and the needs of the students. (1985, p. 12)

In the intervening four years faculty have continued to monitor their programs and course offerings keeping them within the scope of faculty availability and expertise. For example, from the fall semester of 1983 to the fall semester of 1988 the following program modifications have been adopted:

Table #13 Program Modifications: 1983-1988

FALL, 1983:	22 programs on the bachelor's level
	13 programs on the associate level
	2 one-year programs
	6 minors
FALL, 1985	18 programs on the bachelor's level
	11 programs on the associate level
	1 one-year program
	3 minors
FALL, 1988	16 programs on the bachelor's level
	10 programs on the associate level
	1 one-year program
	3 minors

While in the past course and program proliferation were monitored primarily within each program area, beginning with the 1989 - 1990 academic year a periodic system of program review will be implemented. Each year one of the four academic divisions will be reviewed using a model under development at the present time. The proposed new faculty handbook places responsibility for the program review process within the Curriculum Committee. During the summer of 1989 a small task force consisting of the Provost, the Chair of the Curriculum Committee, the President of the Faculty Forum and the Chair of the division being reviewed will develop the model. Since each division with the exception of Nursing consists of three or more departments it is felt that the review process will provide greater faculty involvement. Moreover, since the process will be within the purview of the Curriculum Committee, the final report and recommendations will be forwarded to the full Faculty Forum.

The 1985 visiting team report indicated three concerns in the area of faculty workloads. These concerns and the College's success in addressing them are described below.

> 1. Professional growth and development is made very difficult by the scheduling of three or more preparations per semester for many faculty members. Closely connected with this is the questionable value of having a student necessarily take 3 or 4 courses in an area of study from the same professor. (1985, p. 13)

During the 1980's the financial condition of the College occasionally placed upon the faculty and staff the need to assume more than the usual workload. In the recent past, however, the clearly improved financial position of Husson has permitted a return to a more normal teaching load and work assignment. In particular, with the fall 1988 semester, the College was

able to bring faculty teaching schedules more in line with that of comparable institutions. Although the original fall 1988 schedule required many faculty (not just those in liberal arts and sciences) to carry a fifteen credit hour load, during the summer of 1988 the President approved a plan to decrease those faculty workloads back to the 12 credit hour load. With respect to students taking three or four courses in an area of study from the same professor, this is the challenge of maintaining a delicate balance between the number of full-time faculty and the continuation of relatively low-enrolled but traditionally strong Husson programs such as Business Teacher Education or Court and Conference Reporting.

With workload and preparation time under adequate control, Husson has begun to exert greater effort toward strengthening its faculty development program. Beginning with the 1988 - 1989 academic year a faculty member was given released time to serve as Special Assistant to the Provost charged specifically with studying and making recommendations regarding Husson's faculty development program. During the year a survey was conducted and a set of recommendations was forwarded to the Provost. The 1989-1990 academic year will start with two days of seminars/workshops and conclude with a week-long series of workshops. One full-time faculty member will be on sabbatical leave for the fall semester, the first such leave in over ten years, and the faculty development budget has been substantially increased for the next academic year. The full report from the Special Assistant to the Provost is available in the visiting team workroom.

> 2. Most of those faculty members who are teaching 15 hours are in the Liberal Arts. They find it difficult to have their loads reduced because they do not get the requisite advisees. (1985, p. 13)

All faculty in the arts and sciences are now on 12 credit hour loads. While discussions are underway regarding ways in which the arts and sciences faculty might be able to help ease the advising load of faculty in the

professional program areas, advising responsibilities are no longer a factor in the credit hour teaching load.

> 3. If the intention is to have chairpersons assume more administrative responsibilities, the question of the appropriate course load needs to be addressed. (1985, p. 13)

Beginning with the 1988-1989 academic year the faculty was organized into four divisions: Management Studies; Arts and Sciences; Nursing; and Courtroom, Teacher Education and Office Professions. Each academic division, except for nursing, consists of two or three departments or program areas, and each department or program area has a coordinator. Both division chairpersons and department coordinators have released time in order to assume administrative responsibilities and leadership for their respective departments/divisions.

3. Faculty Credentials

The Commission's letter also calls for a "review of the academic credentials of the faculty, [and] ratio of full-time to part-time faculty..."

With respect to academic credentials, faculty profile information is available for all faculty, full-time and part-time, in the visiting team workroom. In the 1985 visiting team report one of the strengths of Husson was the following: "The question of instructors teaching outside their fields of preparation and not having degrees higher than the program in which they are teaching are not significant issues at this time." In addition, the three new faculty hired for the 1989-1990 academic year all hold doctorates in their teaching fields. If one compares the faculty data profile sheets with the Fall 1989 schedule listed by instructors it is clear that Husson College has continued to improve its status in this regard.

4. Use of Part-time Faculty

The use of part-time faculty to teach regular course offerings is a widespread phenomenon. In July and August of 1987, John Minter Associates of Boulder, Colorado conducted a survey of 300 randomly selected colleges and universities with enrollments over 500 students. Of the 300 institutions, 99% responded affirmatively to the question "And does [school/university] currently use part-time faculty to teach courses?" With respect to off-campus sites, 45% of the 300 institutions indicated that they had more than one campus; of that 45% with off-campus locations, 33% had six or more such locations.

At present Husson College has three instructional units: the Day Division, the Continuing Education Division (CED), and the Graduate Division. The Day Division is housed entirely on the Bangor campus, the CED Division is housed on the Bangor campus and at six off-campus locations, and the Graduate Division is housed both at the Bangor campus and the Portland campus. In general, the relative use of part-time faculty varies with the division and the location. Tables illustrating the percent use of part-time faculty by division and location in fall 1988 and spring 1989 may be found in Appendix D. A copy of the Minter study will be available in the visiting team workroom.

While comparisons with similar institutions in the Minter study are not appropriate given the fact that the data are entirely self-reported, nevertheless it would appear that the overall use of part-time faculty within the Day, Graduate, and Bangor Evening Divisions at Husson College is about average for the category Private Liberal Arts College II. Similarly, the considerably greater use of part-time faculty at the off-campus sites of the Continuing Education Division is consistent with like institutions.

In terms of FTE students, the ratio of on-campus undergraduate students to off-campus is 772 to 201. The 201 FTE continuing education students are distributed throughout six off-campus sites, although as the NEASC "Survey of

Off-Campus Sites" form illustrates (see Appendix E) the greater numbers of CED students are clustered at the Caribou (Loring Air Force Base) and Portland sites, both of which have access to considerable instructional resources.

Given the steadily growing numbers of returning part-time adult students at its off-campus sites, it became clear that Husson College needed to clarify its mission with respect to the needs of these students. During the spring 1989 semester the Provost chaired a task force consisting of the Dean of Continuing Education, the Dean of Graduate Studies, the Chairperson of the Management Division and the Chairperson of the Division of Office Management, Business Teacher Education, and Court and Conference Reporting. The task force developed a statement of "Goals, Objectives and Courses-of-Action" (see Appendix F) for the Continuing Education Division. The purpose of the task force was to develop a clearly stated goal and a set of fairly specific objectives which would give firm direction to the growing CED program. According to the task force document,

> "The goal of the Continuing Education Division is to make available selected educational programs of Husson College to adult learners throughout the State of Maine. The Division offers the opportunity to earn undergraduate degrees in business related areas through a delivery system tailored to meet the needs of the adult learner."

In addition to clarifying the goal of CED, the document also sets forth a number of courses-of-action which are intended to ensure institutional control over both the quality and consistency of the programs at all sites. At the time of this writing a number of the courses-of-action have been undertaken and should be completed at the time of the focus visit. A progress report will be available at the time of the visit.

Commitment at the level of the Board of Trustees to serving adult learners throughout the State of Maine is evident in the existence of a Board task

force established at the June 1989 Board retreat to review, at a policy level, the institution's ability to sustain high quality programs at diverse sites. The task force is expected to make its report at the August 21 meeting of the Board of Trustees.

5. Faculty Issues - Summary

As shown above, the faculty concerns expressed by the Commission in its March 15, 1989 letter have been or are presently being addressed. Plans for a new faculty handbook and new academic governance structure have been completed by the faculty and forwarded to the administration; faculty workload and course proliferation are well in hand as documented in this report and in the materials available in the visiting team workroom, lines of communication are gradually opening, faculty credentials are consistent with and often exceed guidelines of appropriate professional societies, and faculty are more than ever exercising their rights and responsibilities relative to assuring the quality and integrity of academic programs.

IV. SUMMARY APPRAISAL AND PLANS

Husson's remarkable accomplishment over the past three years in both fiscal and academic areas has been documented in the preceding sections. What is difficult to document is the impressive investment of time, energy and creativity by all members of the Husson community in achieving those goals. Faculty members taught additional courses, staff members accepted additional responsibilities, and Board members and administrators gave unsparingly of their talent and resources. The effect was a dramatic change in the condition and future prospects of the institution.

Problems remain, of course; but perhaps what this report documents most clearly is that Husson College now has a much stronger resource base from which to fashion responses to the issues of the present and to meet the challenges of the future. Debt has been dramatically reduced. Endowment has increased significantly. Current fund balances are growing. Enrollment projections for the coming academic year are strong. New administrative leadership is in place. Part of the impact of these developments is already evident in reduced teaching loads, the addition of new faculty to the ranks, and new investments in facilities maintenance and capital improvements. This expanding financial and human resource base gives the College greater opportunity than it has had in the recent past to craft its own future in an increasing competitive and rapidly changing environment. Moreover, the steps taken to improve internal communication and, in particular, the changes in governance initiated this year promise to provide the framework for genuine collaboration as the College moves into the 1990's.

The Husson College community now looks to its centennial year, 1998, with considerable pride and anticipation, prepared and positioned to enhance the quality of its programs and instruction, enrich the cultural and social experiences available to students, develop faculty resources, and improve

campus facilities. The work ahead requires institutional discipline, accountability, cooperation and creativity; but the commitment of Board members, administrators, faculty and staff is strong, and the accomplishments of the past three years provide the foundation for and give shape to the agenda of the next decade.

APPENDICES

CIHE DATA FORM 1 -- CURRENT FUND REVENUES AND EXPENDITURES (000s omitted) and TUITION AND FEES CH

Fiscal Year Ending Month _____ Day _____	3 years prior (FY 19 85 -86)	2 years prior (FY 19 86 - 87)	1 year prior (FY 19 87 - 88)	most recently completed FY (FY 19 88 - 89) Unaudited	current budget (FY 19 89 - 90 Latest Projectio
Current Fund Revenues (Restricted and Unrestricted)					
Tuition and Fees	4,474	4,563	4,852	5,279	5,512
Endowment Income	-	7	10	-	-
Gifts	4	124	19	-	-
Government Grants	647	769	758	745	762
Auxiliary Enterprises	2,248	2,128	2,293	2,694	3,041
Other Revenues	452	436	371	466	435
Total Revenues	7,825	8,027	8,303	9,184	9,750
Current Fund Expenditures (Restricted and Unrestricted)					
Instruction	1,710	1,585	1,546	1,626	1,818
Student Services	766	765	788	878	999
Library	77	58	59	61	69
Physical Plant	477	486	512	455	476
Student Aid	870	1,136	1,326	1,355	1,477
Auxiliary Enterprises	1,573	1,393	1,511	1,648	1,811
Other Expenditures	1,734	1,688	1,758	1,683	1,974
Mandatory Transfers for Principal and Interest	847	594	598	471	457
Total Expenditures	8,054	7,705	8,098	8,177	9,081
Revenues Less Expenditures - Total	(229)	322	205	1,007	669
Revenues Less Expenditures (not including Auxiliary Enterprises)	(904)	(413)	(517)	(39)	(544)
Debt Refinancing Other Transfers	134	(62)	2,933 (200)	(405)	(500)
Net Increase (Decrease) In Current Fund Balance	(95)	260	2,938	602	169
Tuition and Fees Charge for Full-Time Freshman Student	5,625	5,975	6,100	6,400	6,700

CIHE DATA FORM III -- STUDENT ADMISSIONS DATA (fall term) - Credit Seeking Students Only
Including Continuing Education

	4 years ago (19 84)	3 years ago (19 85)	2 years ago (19 86)	1 year ago (19 87)	Current year (19 88)
Freshmen					
Completed Applications	* 627	655	644	689	653
Applications Accepted	* 604	639	641	677	644
Applicants Enrolled	** 938	1114	1160	1155	1129
Statistical Indicator of Aptitude of Enrollees used by Institution (describe below)	DATA NOT AVAILABLE				
Transfers - Undergraduate					
Completed Applications	DATA NOT AVAILABLE				
Applications Accepted	DATA NOT AVAILABLE				
Applicants Enrolled	62	67	49	61	56
Master's Degree					
Completed Applications	DATA NOT AVAILABLE				
Applications Accepted	DATA NOT AVAILABLE				
Applicants Enrolled	113	171	164	187	192
First Professional Degree All Programs					
Completed Applications					
Applications Accepted					
Applicants Enrolled					
Doctoral Degree					
Completed Applications					
Applications Accepted					
Applicants Enrolled					

Description of statistical indicator of aptitude of freshmen enrollees (average combined SAT, average rank in high school graduating class, etc.) * Data is not available for continuing education in these two areas
** CED included

Carlena Bean — Individual Completing Form
Assistant Director of Admissions — Position
(207)947-1121 Ext. 218 — Telephone

CHE DATA FORM IV -- STUDENT ENROLLMENT DATA (fall term) - Credit Seeking Students Only

Including Continuing Education

	4 years ago (19 84-85)	3 years ago (1985-86)	2 years ago (1986-87)	1 year ago (1987-88)	current year (1988-89)
Undergraduate					
First year					
Full-Time Headcount	211	225	222	229	274
Part-Time Headcount	339	353	349	332	250
Total Headcount	550	578	571	561	524
Total FTE	FTE by class -	not available			
Second year					
Full-Time Headcount	100	98	111	102	143
Part-Time Headcount	95	116	120	116	62
Total Headcount	195	214	231	218	205
Total FTE					
Third year					
Full-Time Headcount	75	71	84	96	112
Part-Time Headcount	69	90	133	155	112
Total Headcount	144	161	217	251	224
Total FTE					
Fourth year					
Full-Time Headcount	127	106	127	132	217
Part-Time Headcount	161	183	244	267	177
Total Headcount	288	289	371	399	394
Total FTE					
Unclassified					
Full-Time Headcount	0	2	11	4	5
Part-Time Headcount	226	281	253	200	245
Total Headcount	226	283	264	208	250
Total FTE					
Total Headcount Undergrad	1403	1525	1654	1637	1597
Total FTE Undergrad	965.05	1004	1089.11	1110.22	1069.33
Graduate					
Full-Time Headcount	4	2	5	1	9
Part-Time Headcount	109	169	159	180	183
Total Headcount	113	171	164	181	192
Total FTE	40.75	58	58	59	65.00
Grand Total Headcount	1516	1696	1818	1818	1789
Grand Total FTE	996.80	1062	1147.11	1165.85	1134.33

Definition of FTE used (undergrad) 15 for Day School - CEED 12 for semesters, 9 for tri-semesters, (grad) 12

Donna E. Townsend
Individual Completing Form

Registrar &Director of Information Services
Position

207-947-1121, EXT. 232
Telephone

CIHE DATA FORM V -- *PROJECTED* FINANCIAL, TUITION, and ENROLLMENT DATA
For Next Three Years

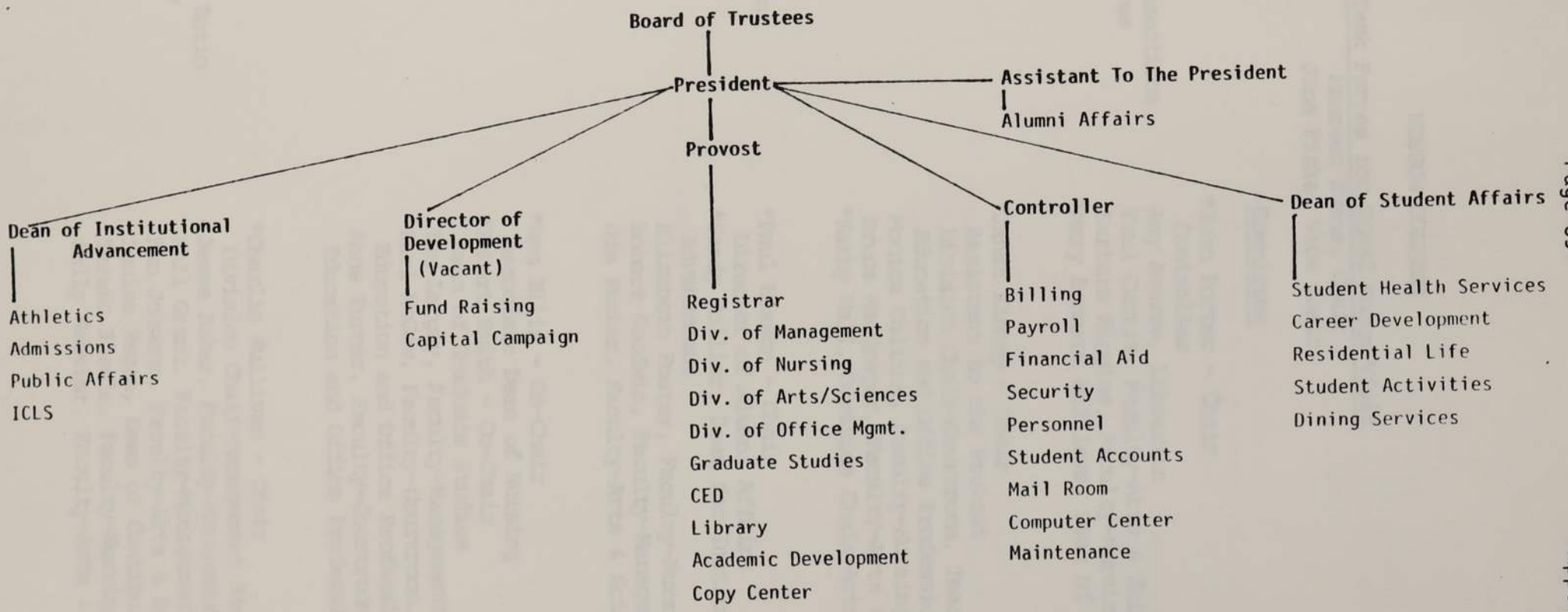
Projected Financial Data Fiscal Years (000s omitted)	88-89	FY 1989 -90	FY 19 90 -91	FY 19 91 - 92
Total Current Fund Revenues	8,516	8,942	9,389	9,858
Total Current Fund Expenditures (Including Mandatory Transfers for Principal and Interest)	8,151	8,559	9,141	9,535
Revenues less Expenditures	365	383	248	323
Other Transfers	(260)	(273)	(132)	(201)
Change in Current Fund Balance	105	110	116	122
Projected Total Yearly Tuition and Fees for Full-Time Freshman Student	6,475	19 89-90 6,775	19 90-91 7,125	19 91-92 7,475

Projected Enrollment - Fall Term (Credit Seeking Students Only Including Continuing Education)		19 89-90	19 90-91	19 91-92
Undergraduate				
Full-Time Headcount	751	755	760	765
Part-Time Headcount	846	850	855	860
Total Headcount	1,597	1,605	1,615	1,625
Total FTE	1,069.33	1,075	1,082	1,090
Graduate				
Full-Time Headcount	9	10	11	12
Part-Time Headcount	183	198	214	231
Total Headcount	192	208	225	243
Total FTE	65	70	75	80

John Porter	Controller	947-1121, Ext. 200
Individual Completing Form	Position	Telephone

HUSSON COLLEGE

ORGANIZATIONAL CHART
1989



HUSSON COLLEGE

Task Forces for NEASC Focus Visit
Maureen Evans, Chair
June Fiske, Vice Chair

Task Force On:	Committee
I. Fiscal Problems A. Related party transactions B. Library expenditures C. Faculty salaries	*John Porter - Chair Controller Amy Averre, Librarian Paul Curtis, Faculty-Arts & Sciences Barbara Higgins, Faculty-Nursing *Mary Bennett Williams, Dean of Nursing
II. Faculty Governance	*Janet Kinney - Chair Assistant to the Provost Division Chair-Courtroom, Teacher Education and Office Professions Monica Collins, Faculty-Nursing Bruce MacGregor, Faculty-Arts & Sciences *Kathy Wall, Division Chair-Arts & Sciences
III. Faculty/Administration Communication	*Paul Husson - Chair Director of Alumni Affairs *Sandy Collier, Dean for Institutional Advancement Elizabeth Foster, Faculty-Nursing Robert Goodwin, Faculty-Management Studies Jim Parker, Faculty-Arts & Sciences
IV. Academic Quality and Program Review	*Ann Ellis - Co-Chair Associate Dean of Nursing *Robert Smith - Co-Chair Dean of Graduate Studies Tom Largay, Faculty-Management Studies Karl McGaw, Faculty-Courtroom, Teacher Education and Office Professions Anne Turner, Faculty-Courtroom, Teacher Education and Office Professions
V. Faculty Development Teaching Load Full-time/Part-time Ratio Academic Credentials	*Charlie Sullivan - Chair Division Chair-Management Studies Jesse Baker, Faculty-Managment Studies Phil Grant, Faculty-Management Studies Ken Johnson, Faculty-Arts & Sciences Louise Regan, Dean of Continuing Education Teresa Steele, Faculty-Nursing Sally Webster, Faculty-Arts & Sciences

VI.	Enrollment and Attrition	*Jane Goodwin - Chair Director of Admissions Robert Caswell, Director of Financial Aid *John Rubino, Dean of Student Affairs Donna Townsend, Registrar
VII.	ICLS	*Sandy Collier - Chair Dean for Institutional Advancement Carol Chaney, Director of Academic Development *Paul Husson, Director of Alumni Affairs Mary Locke, Director of ICLS
VIII.	Logistics	*June Fiske - Chair Faculty-Nursing William Beardsley, President Constance Carlson, Chair-Board of Trustees *Maureen Evans, Provost Esther Jule, Executive Secretary

*Steering Committee Members

DAY DIVISION

Percent Part-time Faculty by Academic Division

Fall, 1988

Division/Program	Percent Part-time of Total
Liberal Arts and Sciences	
Humanities	50
Mathematics	60
Natural Sciences	50
Social Sciences	50
Management Studies	
Accounting	0
Business Administration	37.5
Computer Information Systems	0
Nursing	16.7
Office Management, Business Teacher Education and Court Reporting	
Office Management	40
Business Teacher Education	0
Court Reporting	0

GRADUATE DIVISION

Percent Part-time Faculty by Site

Fall, 1988

Site	Percent Part-time of Total
Bangor	44.4
Portland	80

CONTINUING EDUCATION DIVISION

Percent Part-time Faculty by Site

Fall, 1988

Site	Percent Part-time of Total
Bangor	67.7
Caribou	100
East Millinocket	100
Ellsworth	90
Lewiston	100
Mexico	100
Portland	
Evenings	100
Saturday	100

GRADUATE DIVISION

Percent Part-time Faculty by Site

Spring, 1989

Site	Percent Part-time of Total
Bangor	50
Portland	83.3

CONTINUING EDUCATION DIVISION

Percent Part-time Faculty by Site

Spring, 1989

Site	Percent Part-time of Total
Bangor	86.7
Caribou	100
East Millinocket	87.5
Ellsworth	100
Lewiston	100
Mexico	100
Portland	
Evenings	100
Saturdays	100

DAY DIVISION

Percent Part-time Faculty by Academic Division

Spring, 1989

Division/Program	Percent Part-time of Total
Liberal Arts and Sciences	
Humanities	0
Mathematics	33.3
Natural Sciences	50
Social Sciences	50
Management Studies	
Accounting	25
Business Administration	16.7
Computer Information Systems	0
Nursing	28.6
Office Management, Business Teacher Education and Court Reporting	
Office Management	40
Business Teacher Education	50
Court Reporting	66.7

OFF-CAMPUS INSTRUCTIONAL SITES SURVEY FORM

Main Campus Institution: Husson College

Name	Address	Programs Offered	Compl Degree	Enrollment Headcount/FTE	On-Site Admin	Library	Academic Services
Bangor	One College Circle	BS Accounting	Y	69 / 28.6			
	Bangor, Maine	BS Business Admin	Y	151 / 51.4			
		BS CIS	Y	23 / 8.6			
		AS Accounting	Y	34 / 11.8			
Bangor	Continued	AS Business Admin	Y	78 / 24.2			
		AS BA-SBM	Y	DISCONTINUED			
		AS CIS	Y	12 / 3.0			
		AS OM-SS	Y	DISCONTINUED			
Ellsworth	Ellsworth High School	BS Accounting	Y	21 / 6.0			
	Ellsworth, Maine	BS Business Admin	Y	46 / 15.2			
		AS Business Admin	Y	18 / 7.0			
		AS Accounting	Y	12 / 4.2			
East Millinocket	Schenck High School	BS Accounting	Y	6 / 2.6			
	East Millinocket, Maine	BS Business Admin	Y	40 / 16.2			
		AS Business Admin	Y	31 / 11.6			
		AS Accounting	Y	11 / 4.4			

OFF-CAMPUS INSTRUCTIONAL SITES SURVEY FORM

Main Campus Institution: Name	Address	Programs Offered	Compl Degree	Enrollment Headcount/FTE	On-Site Admin	Library	Academic Services
Caribou	75 Bennett Street	BS Business Admn.	Y	240 / 119.8			
	Caribou, Maine	BS BA-Accounting	Y	DISCONTINUED			
		AS Business Admn.	Y	28 / 11.0			
		AS Accounting	Y	11 / 4.4			
Portland	222 St. John Street	BS Accounting	Y	48 / 16.0			
	Portland, Maine	BS Business Admn.	Y	180 / 57.4			
		AS Business Admn.	Y	25 / 8.4			
		AS Accounting	Y	16 / 5.0			
Lewiston	Lewiston High School	BS Accounting	Y	6 / 2.4			
	Lewiston, Maine	BS Business Admn.	Y	42 / 16.0			
		AS Business Admn.	Y	7 / 2.0			
		AS Accounting	Y	1 / .2			
Mexico	Mexico High School	BS Accounting		1 / .1			
	Mexico, Maine	BS Business Admn.	Y	22 / 7.4			
		AS Business Admn.	Y	24 / 9.0			
		AS Accounting	Y	7 / 2.0			

OFF-CAMPUS INSTRUCTIONAL SITES SURVEY FORM

Main Campus Institution: Name	Address	Programs Offered	Compl Degree	Enrollment Headcount/FTE	On-Site Admin	Library	Academic Services
Portland Evening	222 St. John Street	BS Accounting	Y	63 / 17.8			
		BS Business Admn.	Y	269 / 71.4			
		AS Accounting	Y	20 / 6.0			
		AS Business Admn.	Y	43 / 11.6			
				1605 564.0			
Sub Total:							
Non-matriculated students (all sites)				453 / 111.8			
				/			
				/			
				/			
				2058 675.4			
Total:							
				/			
				/			
				/			
				/			
				/			
				/			
				/			
				/			

PART I GOALS, OBJECTIVES AND COURSES-OF-ACTION

The following goal statement for CED is based on a number of assumptions regarding the scope of Husson's programs, the identification of locations in which sufficient numbers of adult learners reside, and the institutional resources needed to deliver appropriate programs to selected sites. For each assumption, specific objectives have been identified and each objective has a set of courses-of-action to indicate how the objective is to be achieved.

Goal Statement

The goal of the Continuing Education Division is to make available selected educational programs of Husson College to adult learners throughout the State of Maine. The Division offers the opportunity to earn undergraduate degrees in business related areas through a delivery system tailored to the needs of the adult learner.

Assumption 1

Husson's reputation for quality programs in business related fields attracts adult learners seeking professional advancement through the acquisition of specific degrees or certificates.

Objective 1: Identify specific industries (such as banking, retail, insurance and manufacturing) in which adult learners are likely to seek advancement.

Course of Action: The Dean of Continuing Education will contact appropriate personnel officers in various industries as part of a recruitment plan.

Objective 2: Market CED degree and certificate programs to specifically identified groups of advancement-oriented adult learners.

Course of Action: The Dean of Continuing Education and the Dean for Institutional Advancement will develop promotional materials for the target audience.

Assumption 2

High quality programs require well-qualified faculty who are adequately compensated, students who are adequately prepared, and a location/facility equipped with adequate instructional resources.

Objective 1: Identify population centers within the state of Maine from which to attract and retain quality instructional staff and adequately prepared degree-seeking adult learners.

Course of Action: The Dean of Continuing Education will examine the demographics of areas throughout Maine to identify such population centers.

Course of Action: The Dean of Continuing Education will recommend to the Provost competitive pay scales commensurate with academic background and experience.

Course of Action: The Dean of Continuing Education and the Chief Financial Officer will explore the feasibility of paying adjunct faculty the full amount regardless of class size.

Course of Action: The Dean of Continuing Education, the Division Chairs and the Provost will design a faculty development and evaluation process for all CED faculty.

Course of Action: The Dean of Continuing Education in consultation with appropriate Division Chairs/Department Coordinators will develop a resource assessment model to be applied when a decision to open a new site or extend a new program to an existing site is under consideration.

Objective 2: Provide an opportunity for CED students to earn credit for prior learning through programs such as CLEP and proficiency testing.

Objective 3: Analyze the adequacy of educational facilities available to support a proposed location for a Husson program.

Course of Action: The Dean of Continuing Education will, in consultation with the appropriate Division Chairpersons, assess the suitability of proposed locations. The process will include attention to the following: (1) number and kind of faculty required to assure quality instruction, (2) availability of such faculty at the site in question, and (3) kind and cost of equipment and facilities required to support quality instruction.

Assumption 3

The selection of specific programs for a CED site combines the needs of the learners and the ability of the institution to provide the site with high quality programs.

Objective 1: Identify locations (i.e., faculty, students, facilities) at which permanent or temporary program delivery would be feasible. At a minimum, all permanent CED sites should offer the BSBA degree with a major in management. In some instances, specific programs will be provided to an off-campus site for a clearly limited time (i.e., the "caboose" approach).

Course of Action: The Dean of Continuing Education, with the various site coordinators, will monitor changing market conditions in site communities and be prepared to recommend to the Provost timely decisions on program expansion or retraction.

Course of Action: The Dean of Continuing Education, in consultation with the Provost, will establish a procedure to be followed when a decision is made to withdraw a program from a site or cease operations at a particular site. The procedure must balance the institution's need for cost effective exit from a market with commitments made to current students in the program or at the site in question.

Objective 2: For each program at a given site, develop a complete "cycle" of courses which can be offered over a clearly specified time frame.

Course of Action: Under the direction of the Provost, the Division Chairs and program faculty will develop a cycle for each program and will continuously monitor each cycle, making modifications as required.

Course of Action: The Dean of Continuing Education, the Registrar, the Director of Financial Aid and the Controller will develop an Academic Calendar for each site.

Course of Action: The Dean of Continuing Education will recommend to the Provost for his/her approval all class schedules per term at all sites.

Objective 3: Periodically assess both the quality and the continuing viability of programming delivered at external sites.

Course of Action: Under the direction of Division Chairs/Department coordinators, Husson College faculty will make periodic visitations to external sites to assess the quality of programming delivered off campus

Course of Action: The Dean of Continuing Education will annually assess each off-campus site to be certain that direct and indirect overhead costs of delivering any given program do not exceed the revenues generated by the program at the site.

Assumption 4

Course and program formats in CED should be designed specifically for the adult learner taking into consideration such factors as prior learning (both formal and informal), maturity and motivation.

Objective 1: Determine alternative modes of delivering courses and programs through the use of such techniques as teleconferencing and other technologies.

Objective 2: Develop an accelerated degree format for highly motivated adult learners.