# Husson College Self-Study Report 1993

Submitted to
The New England Association of Schools and Colleges
February 17, 1993

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## Institutional Characteristics

(This form is to be completed and placed at the beginning of the self-study report.)

Date February 1993

1. Corporate name of institution HUSSON COLLEGE
2. Address (city, state, zip code) ONE COLLEGE CIRCLE, BANGOR, ME 04401

Phone: 207-947-1121

3. Date institution was chartered or authorized 1961
4. Date institution enrolled first students in degree programs _____
5. Date institution awarded first degrees 1962
6. Type of control: (check)

| Public | | Private | |
|---|---|---|---|
| State | ____ | Independent, Non-Profit | X |
| City | ____ | Religious Group | ____ |
| Other (Specify) | ____ | (Name of Church) | ____ |
| | | Proprietary | ____ |
| | | Other (Specify) | ____ |

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

   (Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)

8. Level of postsecondary offering (check all that apply)

| | | | |
|---|---|---|---|
| Less than one year of work | ____ | First professional degree | ____ |
| At least one but less than two years | ____ | Master's and/or work beyond the first professional degree | X |
| Diploma or certificate programs of at least two but less than four years | ____ | Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education) | ____ |
| Associate degree-granting program of at least two years | X | A doctor of philosophy or equivalent degree | ____ |
| Four or five-year baccalaureate degree-granting program | X | Other (Specify) | ____ |

9. Type of Undergraduate programs (check all that apply)

| | | | |
|---|---|---|---|
| Occupational training at the craftsman/clerical level (certificate or diploma) | ____ | Liberal arts and general | ____ |
| Occupational training at the technical or semi-professional level (degree) | ____ | Teacher preparatory | X |
| Two-year programs designed for full transfer to a baccalaureate degree | X | Professional | X |
| | | Other (Specify) | ____ |

10. The calendar system at the institution is:

X Semester ____ Quarter ____ Trimester ____ Other

11. What constitutes a "normal" credit-hour load for students each semester?

| | | |
|---|---|---|
| a) Undergraduate | 12 * | credit hours |
| b) Graduate | 9 | credit hours |
| c) Professional | -- | credit hours |
| CED | 12/9 | |

* 12 credit hours rather than 15 have been used to insure consistency throughout the document.

12. Student Population:

a) How many full-time students in degree programs?

| | Headcount: | Headcount M/F |
|---|---|---|
| 1. Undergraduate | 857 | 320/537 |
| 2. Graduate | 15 | 6/9 |
| CED | 73 | 26/47 |

b) How many part-time students in degree programs?

| | Headcount: | Headcount M/F |
|---|---|---|
| 1. Undergraduate | 131 | 24/107 |
| 2. Graduate | 199 | 103/96 |
| CED | 771 | 216/555 |

c) How many full-time equivalents (total student population)?

| | |
|---|---|
| 1. Undergraduate | 862.10 |
| 2. Graduate | 101.33 |
| CED | 423.65 |

d) How many students (headcount) in non-credit, short-term courses? 0

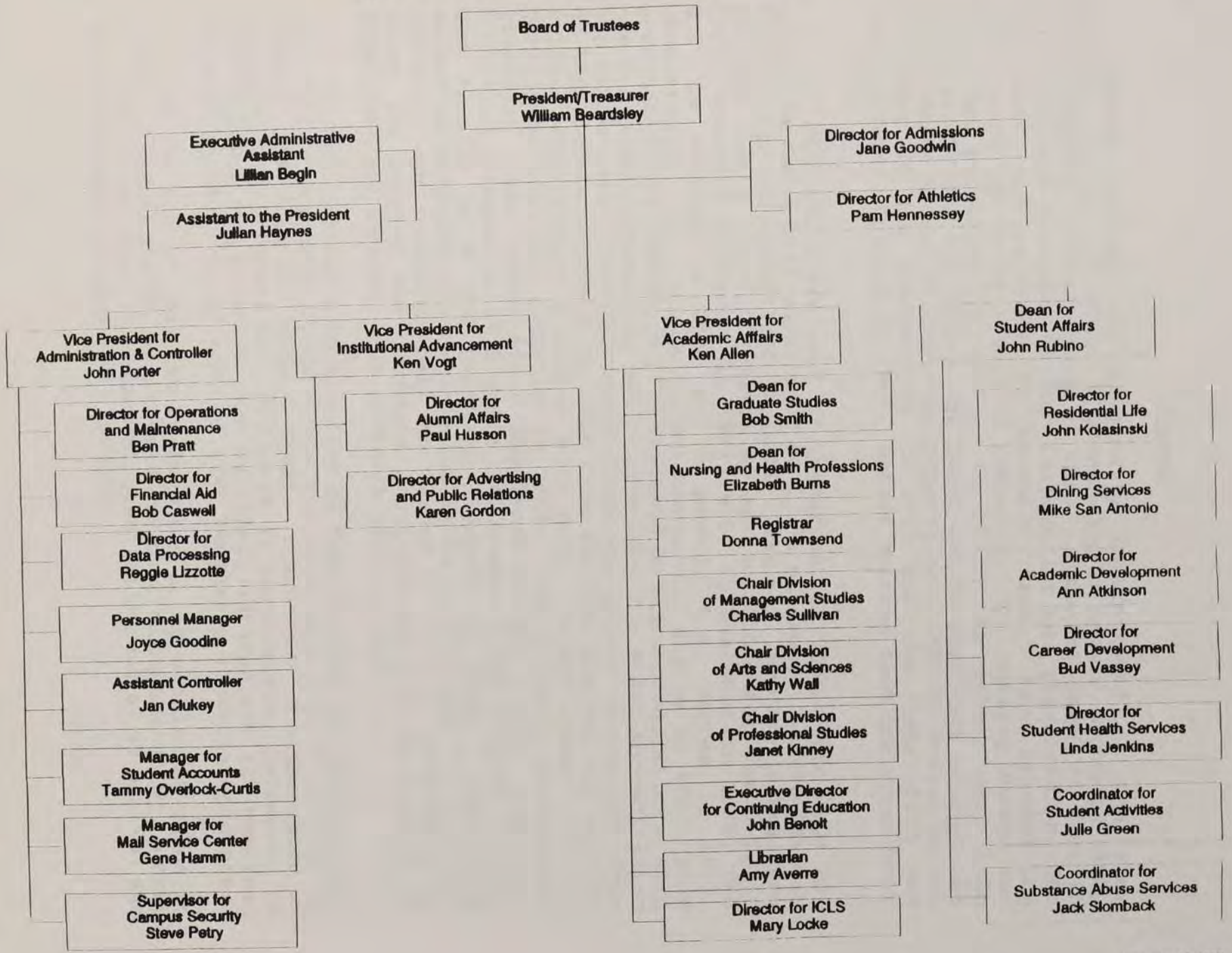
13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program.

Nursing Program - National League for Nursing

# CHIEF INSTITUTIONAL OFFICERS

| FUNCTION OF OFFICIAL | NAME | EXACT TITLE |
|---|---|---|
| PRESIDENT/DIRECTOR | William H. Beardsley | President |
| EXECUTIVE VICE PRESIDENT | | |
| CHIEF ACADEMIC OFFICER | Kenneth W. Allen | Vice President for Academic Affairs |
| CHIEF FINANCIAL OFFICER | John R. Porter | Vice President for Admin. & Controller |
| CHIEF STUDENT SERVICES OFFICER | John Rubino | Dean for Student Affairs |
| PLANNING | Julian Haynes | Asst. to the President |
| INSTITUTIONAL RESEARCH | | |
| DEVELOPMENT | Kenneth W. Vogt | Vice President for Institutional Advancemen |
| LIBRARY | Amy A. Averre | Librarian |
| CONTINUING EDUCATION | John R. Benoit | Executive Director for Continuing Education |
| GRANTS/RESEARCH | | |
| ADMISSIONS | Jane M. Goodwin | Director for Admissions |
| REGISTRAR | Donna E. Townsend | Registrar |
| FINANCIAL AID | Robert L. Caswell | Director for Financial Aid |
| PUBLIC RELATIONS | Karen A. Gordon | Director for Public Relations & Advertising |
| ALUMNI ASSOCIATION | Paul E. Husson | Director of Alumni Affai |
| CHAIR, BOARD OF TRUSTEES | Richard E. Dyke | Chair, Board of Trustees |
| DEANS OF SCHOOLS AND COLLEGES | Robert M. Smith<br>Elizabeth Burns | Dean, Graduate Program<br>Dean, Nursing & Health Professions |
| OTHER | | |

# HUSSON COLLEGE - ORGANIZATION CHART




November 23, 1992

# HISTORY

Husson College was originally incorporated as the Shaw Business College and School of Penmanship in Bangor, Maine in 1898, established by founder Frank L. Shaw. Upon the death of Shaw in 1975, the Shaw Business College Corporation was dissolved and the facilities were purchased by Howard W. Mann. Mann renamed the institution the Maine School of Commerce. Mr. Chesley Husson was appointed principal in 1929. In 1931, the school went into receivership and the title, equipment and records were sold to the Bangor Maine School of Commerce Corporation. Chesley Husson became president of the corporation in 1935 and the institution was renamed Husson College in 1947. Husson retired from the presidency in 1970.

In 1929/30, there were 13 graduates; in 1969 there were 291 graduates and a peak enrollment of 1,374 students. In the interim the college was authorized to grant first B.S. degrees in business related fields (1954) followed by authorization for the A.S. in 1963, honorary doctorate in 1971, M.S. in business in 1978, the B.S. in nursing in 1982 and a generic B.S. degree in 1992. Concurrently, the college gained non-profit status in 1961, then accreditation by NEASC in 1974 followed by NLN accreditation. With new non-profit status, an active candidacy for NEASC accreditation and surging enrollments Husson College was able to secure 300 acres of land and to borrow $7 million from the U.S. HUD and HEW and the college constructed a campus with over 300,000 square feet of facilities that was occupied in 1969. Day division enrollments gradually rose there after supplemented by a new continuing education program in 1972 and a new graduate MSB program in 1978 and finally by a BSN (nursing) program in 1983. Continuing education outreach sites were established in Portland, Lewiston and Caribou. One residence hall was leased to the U.S. Department of Labor for housing the Penobscot Job Corps in 1979 as a means of supplementing income. The contract ends in 1994.

In 1987 through a combination of fund raising and negotiation, the college was able to refinance and eliminate over $7 million of federal debt from its balance sheet. Thereafter, a combination of reduced debt, significant increases in enrollments, increases in fund raising and revenues from auxiliary enterprises all combined to provide the college with an ever improving financial picture.

At the end of 1992 the college has a day enrollment close to 1,000, an equal number in graduate and continuing education, a debt of under $2 million, an endowment/quasi endowment of $3 million and solid academic programs and faculty.

## II. PREFACE

This Self-Study was written in preparation for the March 1993 reaccreditation visit. In August 1991 Husson President, Dr. William Baerdsley, appointed Dr. Steven Berrien to be Chair of the Self-Study Steering Committee, and together they selected the rest of the committee. In addition to Dr. Berrien, who was the President of the Faculty Forum, the Steering Committee was composed of four faculty members, representing each of the academic divisions; one Trustee; one student; the Student Activities Director, representing Student Life; the Vice President for Finance, representing the administration; and one librarian. In October of 1991, Dr. Berrien and Ms. June Fiske attended the NEASC Commission on Institutions of Higher Education Self-Study Workshop, held in Waltham, MA.

To prepare the Self-Study Report, the Steering Committee established eleven task forces, each charged with providing a report on one of the standards of accreditation. These Task Forces, with at least one member of the steering committee on each, included representatives of the faculty, the student body, the administration, and in several instances, the Board of Trustees and the alumni. The Steering Committee also created five subcommittees to cover the components of Standard Four. The task forces and subcommittees selected their own chairs, who were in each case appropriate administrators or faculty.

Each Task Force completed a draft of its standard by April 1992. These drafts were distributed to the President, the Steering Committee, and all members of the Faculty Forum; additional copies were placed in the library so that the drafts were available to the entire college community. On May 13-14, 1992, the Steering Committee conducted two half-day workshops, to which everyone at the College was invited, to review these drafts in order. As a result of the discussions at the workshops, the Task Forces had the opportunity to make revisions in their drafts prior to editing. A first draft of the Self-Study Report was sent to Dr. Sandra Elman of the Commission on Institutions of Higher Education in early August 1992, and Dr. Elman came to Husson in mid-August to review the draft with the President and the Steering Committee.

In September of 1992, Dr. Berrien left Husson to assume a new position, and Dr. Beardsley appointed June Fiske and Dr. James H. Parker, Jr. to be co-chairs of the Steering Committee. During the Fall of 1992 the Task Forces met to consider revision of the Self-Study based on the comments and suggestions made by Dr. Elman during her August visit. All input was collected and discussed by the Steering Committee, and a second draft of the Self-Study was produced early in December of 1992 and sent to Dr. Elman for further review. In addition, copies of this draft were distributed to the entire Board of Trustees, all Faculty and Administrators, and broadly across the Husson community. Throughout the Self-Study process Dr. Beardsley played an active and supportive role, reading and commenting on the various drafts, and providing College resources as needed.

During January of 1993 all remaining input was collected from the Husson community, and the final revisions were completed. Copies of the finished Self-Study Report were sent to the members of the Visiting Team and to the Commission on Institutions of Higher Education in February of 1993.

## III. SELF-STUDY COMMITTEES

### Steering Committee

June Fiske (Nursing), Co-Chair
Paul Curtis (Arts & Sciences)
Margaret Zoldi (Management Studies)
Amy Averre (Library)
John Porter (V. P., Finance)
James Parker (Arts & Sciences), Co-Chair
Anne Turner (Professional Studies)
Kimberly Tate (Student)
Julie Green (Student Affairs)
Thomas Johnston (Trustee)

### Standard 1: Mission and Purposes

Paul Doody (Alumnus)
Richard Dyke (Trustee)
Gail Gross (Alumni Affairs)
Harold Hagopian (Faculty)
James Parker (Faculty), Chair
Paul Husson (Alumni Affairs)
Alfred Travassos (Student)

### Standard 2: Planning and Evaluation

Monica Collins (Fac.), Chr. 91-92
Mary McCarthy (Student)
Pamela O'Neal-Moreno (Student)
Pamela Warford (Fac.), Chr. 92-93
Esther Jule (Staff)
James Parker (Faculty)
John Rubino (Student Affairs Dean)

### Standard 3: Organization and Governance

Paul Curtis (Faculty)
Edward Vasquez (Student)
Albert Weymouth (Faculty)
Julian Haynes (Administration), Chr.
Kathleen Wall (Division Chair)

### Standard 4: Programs and Instruction

Kenneth Allen (Academic V.P.)
Ann Ellis (Division Chair), Chair
Jane Goodwin (Dir. of Admissions)
Alicia Mitchiner (Student)
John Benoit (Director CED)
June Fiske (Faculty)
Linda Labin (Faculty)
Robert Smith (Graduate Dean)

### Standard 4 Subcommittees:

1) Undergraduate Degree Programs

Amy Averre (Librarian)
Karl McGaw (Faculty)
Curtis Morse (Faculty), Chair
Sally Webster(Faculty)
Michael Haggerty (Student)
Linda Labin (Faculty)
Molly Stone (Faculty)

2) Graduate Degree Programs

Robert Ainsley (Alumnus)
Carlena Bean (Admissions)
Daniel Rozario (Student)
Barbara Bartley (Librarian)
Seddik Meziani (Faculty)
Robert Smith (Graduate Dean), Chair

3) Scholarship, Research, and Instruction

Jesse Baker (Faculty), Chair 91-92
Melanie Klein-Robbenhaar (Acad. Dev.)
Bruce MacGregor (Faculty)
Teresa Steele (Faculty)
Cathy Kessenich (Faculty)
Helmut Koch (Faculty), Chair 92-93
Amy Merritt (Student)

4) Admissions and Retention

Donna Ault (Faculty)
Vance Bullard (Student)
Jane Goodwin (Dir. of Admissions), Chr.
Shirley Sibley (Academic Development)
Anne Turner (Faculty)
Leanne Bourgeois (Career Dev.)
Christanna Cook (Faculty)
John Rubino (Student Affairs Dean)
Donna Townsend (Registrar)

5) Planning, Off-Campus Programs, and Conferences

Barbara Bartley (Librarian)
Janet Kinney (Faculty)
Michael Perko (Student)
Pamela Warford (Faculty)
John Benoit (Director CED), Chair
Mary Locke (Director ICLS)
Shirley Richard (Trustee)

Standard 5: Faculty

Kenneth Allen (Academic V.P.)
Paul Curtis (Faculty)
Bonnie Haghkerdar (Faculty), Chair
Paul Mirra (Academic Development)
Margaret Zoldi (Faculty)
John Benoit (Director CED)
June Fiske (Faculty)
Merrill Liros (Student)
Anne Turner (Faculty)

Standard 6: Student Services

Ann Atkinson (Academic Development)
Julie Green (Student Affairs), Chair
Eugene Hamm (Staff)
Barbara Higgins (Faculty)
Linda Jenkins (Health Service)
Edna Kustner (Registrar's Office)
Jennifer Milardo (Student)
Michael SanAntonio (Dining Service)
Lynne Williams (Student)
Robert Caswell (Financial Aid)
Nancy Grover (Faculty)
Pamela Hennessey (Athletic Dept.)
Lisa Hunt (Student)
John Kolasinski (Student Affairs)
James Lowe (Faculty)
John Rubino (Student Services Dean)
Kimberly Tate (Student)

## Standard 7: Library and Information Resources

Amy Averre (Librarian), Chair
Steven Egland (ICLS)
Chris Longtin (Student)
William Read (Faculty)
Candace Choate (Student)
Robert Goodwin (Faculty)
Dana Moretti (Staff)

## Standard 8: Physical Resources

Lorrie Allen (Faculty)
Anne Cote (Student)
Darcy Frederick (Student)
Kelly Gray (Student)
Helmut Koch (Faculty)
Gregg Mitchell (Staff)
Mark White (Student Affairs)
Steven Belya (Dining Service)
Carolyn Dodge (Staff)
Arthur Gowie (CED)
John Hunnefeld (Faculty), Chair
Deanne Magoor (Student)
John Porter (V.P. Finance)

## Standard 9: Financial Resources

Janice Clukey (Business Office)
Walter Hunt (Trustee)
John Porter (V.P. Finance), Chair
Kenneth Vogt (V.P. Development)
Michael Fowler (Student)
Dewey Martin (Faculty)
Charles Sullivan (Division Chair)

## Standard 10: Public Disclosure

Carlena Bean (Admissions)
Karen Gordon (Staff), Chair 91-92
Lisa Hand (Staff)
Jane Rodgerson (Registrar's Office)
Carlene Thompson (Student Affairs)
Development)
Joyce Goodine (Personnel Mgr.)
Julie Green (Staff), Chair 92-93
Lambros Karris (Faculty)
Jack Slomback (Staff)
Emuel Vassey (Career

## Standard 11: Integrity

Phillip Grant (Faculty)
Joyce Goodine (Staff)
Jane Jordan (Student)
John Kolasinski (Student Affairs)
Margaret Zoldi (Faculty)
Julie Green (Staff), Chair 92-93
Thomas Johnston (Trustee)
M. Klein-Robbenhaar, Chr. 91-92
Susith Wijetunga (Student)

## IV. SELF-STUDY OVERVIEW

Husson College belongs to a genre of colleges that emerged to serve the industrialization of the United States at the end of the nineteenth century. Originally incorporated in 1898 as the Shaw Business College, it was a proprietary school where a student could start classes any Monday. In contrast to the theological/classical based liberal arts colleges and land grant/normal based public institutions, Husson evolved to reflect the occupation-oriented tradition of John Dewey. Success was measured by career attainment rather than the degree one received. In fact Husson only began conferring degrees in 1954, became a non-profit institution in 1964, and moved onto its current campus in 1969.

Much of Husson's recent history is one of academic progress in the context of fiscal difficulties. During the 1960's the G.I. bill and federal programs enabled Husson to expand its enrollment from 500 to over 1,200. As a result, the College borrowed $7 million from HUD and HEW to build a new campus in 1969. The curriculum was expanded and additional faculty were hired. During the 1970s, enrollments declined dramatically and the College entered a prolonged period of severe fiscal constraint. Husson struggled with recurring annual budget deficits, requiring at times the sale of College property, and ultimately forcing the College to default on the federal loans. In 1979 the College leased one residence hall to the U.S. Department of Labor to house a Job Corps program. While the lease provided needed revenue the program was never successfully integrated into the campus environment.

In spite of the financial hardships, the College was able to demonstrate a continued commitment to academic programs. Many faculty earned certificates of advanced study and doctorates to upgrade their qualifications. A graduate program, continuing education, and a baccalaureate nursing program were introduced. Accreditation was achieved, and enrollments gradually increased.

In 1986/87 the College finished the year with a modest operating budget surplus, and the subsequent five years have been characterized by ongoing achievement. Since 1986, day division enrollments have risen to 980, the endowment and quasi-endowment have increased to $3 million, annual giving has risen threefold to $280,000, each year the College has reported an operating fund surplus, and there has been no use of the College's line-of-credit. Husson graduates have been successful in professional examinations, led by 100% passage on the nursing licensing exams by graduates of the Nursing Program during the past three years. The College has been awarded a $500,000 health grant, including subcontracts with the Harvard Geriatric Institute and the University of New England. A feasibility study for a capital campaign is underway. Since the last full accreditation visit in 1983, enrollments have risen by 50%, debt has fallen by $7 million, the percentage of faculty with doctorates has risen to 46% and additional faculty are presently enrolled in doctoral programs, the current fund balance has improved from a negative of $5 million to a positive of $500,000, the resident population of minority and international students has increased to 16% of the total, the By-Laws of the College have been revised, faculty and staff handbooks have been revised, a formal compensation study was conducted, and an improved long range planning process was initiated.

Husson also faces many challenges as well. Since the College is tuition driven, the fact that the average annual family income of students is under $30,000, and that federal and state financial aid is not keeping pace with inflation is of much concern. The lease of a residence hall to Job Corps ends in 1994 and the resulting loss of $350,000 in net annual revenue must be addressed. While enrollment has increased by 50% in the past decade, full time faculty numbers have increased by only about 35%, and core staff has increased by only 12%. Notwithstanding landscaping and major capital investments in preventative maintenance, the campus facilities are almost a quarter century old, and they will require ongoing attention. Faculty and administrators have often found themselves in confrontation over issues such as staffing, hiring practices, tenure, professional development, program review, and governance. The high turnover of chief academic officers has hindered assessment efforts and slowed program development. It is a positive trend that a significant increase in the interaction among faculty, administrators and trustees is occurring, yet challenges remain that will require mutual trust, candor and constructive dialog.

The College is addressing the challenge of raising academic standards within the context of a liberal admissions policy. The College allocate its limited resources to improved compensation, libraries and support technologies, faculty, and student services. There is concern about quality control in off campus continuing education centers. There is the ongoing curricular issue concerning the balance between a focus on career skills and the need for such broadening academic pursuits as ethics, clear thinking and global awareness.

The 1989 NEASC Focus Visit Report indicated that "there appears to be little doubt that the institution is viable for the foreseeable future." Since 1989 the College's financial condition has continued to improve. KPMG Peat Marwick has been engaged as its independent auditor, annual giving has increased threefold with the appointment of a new Vice President for Institutional Advancement, and the implementation of a new administrative computer system is near completion. Despite limitations in staffing, the College has been able to move the budget process up six months and involve all constituencies in the budgeting activities. Positive institutional and financial aid audits have been received.

Faculty and staff compensation studies were done in 1990 and implemented in 1991. Both studies concluded that compensation levels were generally below average. Mid year upward adjustments of from 4% to 12% were made in 1991 and subsequent adjustments have led to full implementation of the consultant's overall recommendations. Nevertheless, average salaries remain below CUPA and AAUP averages for comparable institutions.

Endowment has more than doubled to $3 million since 1989. A long range college plan was completed and implemented in 1990 and is currently being updated. A draft campus plan was presented in 1991. During the 1992 academic year faculty were added in nursing, sports management, business, English, and medical assisting, while a business education position was not filled. Although faculty numbers have increased, new faculty positions are based on conservative enrollment

projections, and since actual enrollments have consistently exceeded estimates, the resulting instructional shortfall has been filled by part-time faculty. In the Continuing Education Program, the College continues to be almost totally dependent on part-time faculty. Although well qualified professionals from the area have been recruited, giving students the benefit of their expertise, concerns regarding program consistency, comparability, and quality control are continually raised.

The library's annual capital budget has increased from $50,000 to $70,000 since 1989 and the collection is approaching 40,000 items. The librarians are placing more focus on the use of technology to enhance patron access to collections inside and outside the library. Patrons may now directly access CD-ROM and on-line databases themselves. The college is currently negotiating to join the University of Maine System's fiber-optic telecommunications network, thereby laying the groundwork for extending library service to the CED Centers and eventually to the Internet. These innovations will challenge an understaffed library.

In addition to the new administration computer system noted previously, two new on-campus computer labs have been installed, and new computers equipment has been added at the Portland, Lewiston, and Caribou CED sites.

To improve student retention, the College has added an academic advisor position, a freshman mentoring program, an additional residence hall director, a substance abuse counselor, and several computerized methods for identifying academically vulnerable students. The academic development program has been expanded. The College did not increase day division student charges during 1992/93. As a result, enrollment increased by 12%, and first year retention rose from 65% to 72% this past year.

Overall communication remains one of the College's greatest challenges. Faculty concerns led to a vote of no confidence in the President in the Spring of 1992. However, trustees, administrators, and faculty have taken steps to resolve problems, leading to the rescinding of the no confidence vote in the Fall of 1992.

The 1989 Focus Visit Report challenged the College to continue to seriously address its fiduciary responsibility to preserve and upgrade the physical plant. The college has focused on preventative maintenance, renovations, technology, and library upgrades with investments of $2.5 million in the past 5 years. It has also avoided the construction of costly new facilities. Nevertheless, the campus is aging and the need to keep pace necessitate continued high capital investment.

Although Husson College has never had a comprehensive plan to assess the overall effectiveness of the institution, all individual departments of the College regularly evaluate their activities, both in terms of the conformance of the department's policies and procedures to the College's stated mission, and also in terms of the department's general level of success. The levels of student expectation and satisfaction are surveyed at least annually, with student course evaluations done each semester. Surveys of Husson alumni and the employers of Husson alumni are conducted regularly, and the success of Husson graduates taking national certification or licensing examinations is monitored. With the internal measures the College hopes to assess the degree to which the services and environment provided meet student needs and expectations. Assuming that there

is a causal relationship between a student's educational experiences and the student's eventual success, the College uses the external measures to assess, at least in part, the overall success of the College and the worth to the student of attending Husson College.

At present, Husson College is attempting to incorporate assessment as an integral part of the planning process. General priorities for all operations of the College were set forth in the 1991 College Plan, and the 1992 budget process incorporated checking actual accomplishments against 1991 Plan priorities, with deficiencies to be addressed in the 1993 budget process. The 1992/1993 College planning effort is carrying this concept one step farther by actually setting down more multi-year objectives against which actual outcomes can be measured. In this way the College planning and budgeting activities are becoming increasingly integrated, with ever more input from a broader spectrum of the Husson College community.

At this time Husson College has many strengths and challenges. The College has had a 95 year presence in the same Maine community with basically the same institutional mission. Its 10,000 alumni have come largely from Maine and carry out successful careers in Maine and New England. The recurring theme of alumni that Husson "gave them a chance, a good education and made a difference" is a legacy on which to build. Husson is now emerging from an era of crisis-induced change and is entering an era characterized by a "new search for excellence". This is essential, since Husson is surrounded by a highly subsidized public education arena where tuition premiums must be justified by "special qualities". It is exciting that the College is shifting its focus from Job Corps revenues to fiber optic communications, from repaying past debts to the challenges of preparing students for careers in the 21st century. On the other hand, it is challenging for trustees, administrators and faculty alike to tackle the realities of managing and teaching in an era of change and uncertainly.

# V. STANDARDS FOR ACCREDITATION

## STANDARD ONE

## MISSION AND PURPOSES

### DESCRIPTION

The mission and purposes of Husson College are embodied in the Mission Statement, which appears on page four of the Husson College Catalog:

> Husson College is a private institution of post- secondary education offering undergraduate and graduate degrees in business, health, education, and professional studies. Husson seeks to serve motivated, career-oriented students through a curriculum which integrates liberal arts and sciences, professional and technical studies, and experiential learning outside the classroom.
>
> Husson dedicates itself to excellence in teaching, to a personalized collegiate experience, to the development of individual self worth, to a curriculum which promotes clear thinking and communication skills, and to an environment which values the search for ethical truths in a changing world.

Historically, the Mission Statement has occupied a prominent position in College Catalogs and other major publications such as Faculty Handbooks and Annual Reports. Going back as far as the 1960s Husson identified itself by means of a list of ideals that it referred to as the Husson College Aims and Purposes. The current Mission Statement is not only widely understood and accepted but was developed through a process that involved most segments of the Husson community. It evolved over a three-year period, beginning with the Husson College Futures Committee during the summer and fall of 1988, followed by its incorporation into the work of the Husson College Planning Committee, leading ultimately to its presentation to the Board of Trustees in January 1991 as part of the Husson College 1991 Plan. In December 1990, a college-wide Town Meeting was held to discuss the 1991 Plan prior to its presentation to the Board of Trustees. The 1991 Plan also includes specific objectives developed by the various departments of the College.

Husson's mission and purposes are evolving, with the trend in recent years including examination of the Mission Statement in the formal planning process. Planning sub-committees are expected to measure their individual unit goals and objectives against the Mission Statement. As a result, the pertinence of the Mission Statement itself tends to be routinely analyzed as a prerequisite for establishing goals and objectives. It therefore becomes a driving force for departmental planning and for the College's allocation of resources.

APPRAISAL

The opening sentence of the Mission Statement concisely delineates the scope of Husson's academic programs and the educational needs of its community and the larger society that it wishes to satisfy. Decisions to adopt new programs are made in the light of these defined parameters. When the newest Husson programs, Nursing and Paralegal, were in the development phase, the planning committees continually considered the impact that these new programs would have on existing programs, and how the new programs would fit into the Husson concept. Since Husson has traditionally offered "professional" programs, the "fit" was considered to be good in these cases. However, any move into radically new areas of instruction would require a re-evaluation of the mission and purposes by the entire College community. The work of the committee that produced the 1991 College Plan and of the current Planning Committee demonstrates both that the College continually reassesses the appropriateness of its Mission Statement and that the Statement in turn guides the College's curriculum and its planning processes.

In saying that Husson seeks to serve motivated, career-oriented students, the Mission Statement identifies the students the College wishes to attract; however, it does not specifically reflect one of Husson's most cherished traditions--that of providing a post-secondary educational opportunity for many Maine natives who are the first generation in their family to attend college.

From its inception, Husson College has been career-oriented. Early publications stress the practical nature of all programs, and a review of the current catalog reveals the curriculum's continued emphasis on career preparation. At the same time, there is a clear consensus at Husson in favor of "a curriculum which integrates liberal arts and sciences, professional and technical studies, and experiential learning outside the classroom", and most programs require that approximately one-half of the student's coursework be drawn from the area of arts and sciences.

Experiential learning outside the classroom is a component of most programs. The curriculum for nursing students involves significant clinical experience. Internships are required in some programs and are optional in others. Cooperative education for credit is an option in most programs.

Nevertheless, in appraising the extent to which Husson successfully integrates all these aspects of the curriculum, it is clear that there is room for improvement. Faculty, students, and administration all agree that the academic area must rethink the general education requirements, particularly in light of the current increased emphasis on analytic reasoning, effective communication, and global awareness. It is not enough to accumulate specific course requirements in the arts and sciences. The general education offerings must be integrated into the student's overall program in order to promote "the development of individual self-worth," "clear thinking and communication skills," and "the search for ethical truths in a changing world."

In the past the College has attempted this integration with efforts like a program for Writing Across the Curriculum and the establishment of minor concentrations in such liberal arts fields as English and Psychology. During the 1990-91 academic year, a General Education Task Force was established but did not get beyond distributing an initial questionnaire.

In the area of experiential learning, the cooperative education option is under-utilized. Academic advisors should be encouraged to recommend it to their advisees during preregistration.

As discussed later in Standards Five, Six, And Seven, Husson is a "teaching" institution. Surveys of alumni and current students indicate that this characteristic is considered to be one of Husson's major strengths; and during the past decade, Husson has devoted considerable energy and resources to the improvement of classroom teaching and academic support services.

To create a personalized collegiate experience, Husson offers small classes and strives to develop and sustain a close student-faculty relationship. The College also provides extensive academic and non-academic support through the offices of Academic Development and Student Affairs. Peer tutors, peer counselors, and a mentoring program are available to all students. The student body is regularly surveyed to evaluate the success of the support systems, and the responses generally indicate a high level of satisfaction.

On the other hand, the institutional attrition rate suggests that too many students still fall by the wayside. As an institution with a liberal admissions policy, Husson believes that the students admitted can succeed if they are properly motivated, have a positive self-image, and feel a real connection to the institution. Ways must be found to make even greater efforts to provide a more academically supportive environment. The College is implementing in the fall of 1992 a system whereby some members of the Arts and Sciences faculty will serve as advisors for first-year students, working with specific faculty in other programs, in order to balance the advising load and thus allow faculty more time for each of their advisees.

To promote "the development of individual self worth" and "an environment which values the search for ethical truths in a changing world," Husson, in addition to the academic programs and services already mentioned, provides a variety of counseling programs, leadership seminars, and cultural activities. Student Life addresses areas such as alcohol and drug awareness, sexual harassment, and women's issues through programs dedicated to providing students with the awareness and self-esteem necessary to make ethical choices in their personal and professional lives. In order to impress upon each student the value and importance of developing and maintaining a high level of ethical behavior, the Nursing Program has established an Honor Code, the acceptance of which each student must affirm upon enrollment.

There is some feeling that the phrasing of the last sentence of the Mission Statement should be made more precise to help the College clarify its educational objectives. "Clear thinking," for example, might be replaced by "analytical and creative thinking," and "a changing world" might be made more specific to reflect the College's international perspective and its awareness of the globalization of our culture that will affect students' future.

Without question the Husson College Mission Statement provides direction to all College activities and endeavors. It is referred to in the minutes of the Board of Trustees and in virtually all recent planning documents. The Husson College 1991 Plan begins by saying that "the Mission Statement is the underlying statement of purpose that enables the College to set directions, needs, and priorities." The administration clearly intends to measure the success or failure of all future activities against the Mission Statement, as indicated in the proposal submitted to the President's Cabinet in January 1992 for "Evaluating and Updating the Husson College 1991 Plan." As it examines the assumptions on which planning is based, this more formalized planning and evaluation process should alleviate concerns that decisions on curriculum and matters of academic policy are at times driven more by the contingencies of the economy, the immediate financial health of the College, and the demographics of the regional high-school population than by the mission and purposes of Husson College.

Although the Mission Statement clearly defines the areas of the College's programs of study and the overall objectives of its curriculum, the purposes are only broadly described in the Mission Statement. Although some areas, such as Nursing, have highly developed goals and objectives, most do not. There is some sentiment that Husson must now succeed in establishing a clear set of goals and objectives that bridge the gap between the broad concepts of the Mission Statement and the specific descriptions and objectives of all individual College units. As discussed in Standard Two, the Planning Committee is leading the College's current efforts to define these goals. Whether they will eventually be incorporated directly into the Mission Statement is unclear at this point in time.

## PROJECTION

It is anticipated that the fundamental nature of the mission of Husson College will remain much as it is today well into the next decade. There is strong sentiment at the College that one of the major factors enabling Husson to survive the adversities of the 1970s and the 1980s was a clear focus on education for business and health professions as its primary mission. Now that Husson is experiencing a sustained pattern of growth and fiscal stability there is much incentive to build on the already proven basis. To be sure, the Mission Statement will undoubtedly undergo revision during the next decade in order to meet the changing needs of the Husson students and the increasing societal emphasis on global awareness and ethical values, and also to reflect refinements in the College's approach towards the measurement of institutional effectiveness, including the assessment of student outcomes.

## STANDARD TWO

## PLANNING AND EVALUATION

### DESCRIPTION

Planning and evaluation at Husson College take place through both formal and informal processes that involve community-wide participation from the Board of Trustees, administration, faculty, staff, and students.

Planning is driven by the College's Mission Statement and responsive to the realities of enrollment and budgetary constraints. Regular, ongoing planning activities take place at all levels of the College. The Board of Trustees meets regularly to consider broad policy issues and is also involved in planning activities through the work of its various committees. At the administrative level, the President meets weekly with senior staff and monthly with a larger cabinet. All administrative departments hold regular staff meetings. The Office of the President, with cooperation from staff department heads, collects relevant data to support its planning activities. The Vice President for Academic Affairs holds biweekly meetings with Division Chairs and, in alternate weeks, with the Academic Advisory Council. At the faculty level, divisions, standing and institutional committees, the Executive Committee, and the Faculty Forum all hold monthly meetings in sequence in order to establish and implement academic policy.

While formal and informal planning takes place in all these contexts, Husson has also created specific mechanisms to undertake short-term and long-term planning. A committee representing all levels of the College produced the Husson College 1991 Plan, approved by the Trustees in January 1991, and based on a set of assumptions that grew out of the needs and priorities in all areas of college life for 1991/92, 1993/94, and the College's Centennial in 1998. In early 1992, the President established the Planning Committee, again representing all levels of the College, to review the assumptions of the 1991 Plan, to identify how many of the 1991/92 needs and priorities had been met, and to carry out ongoing formal planning.

Husson uses a number of specific procedures for evaluating the achievement of its mission and purposes. Students complete a standardized evaluation form for every course every semester, and the results are used both by instructors to improve the effectiveness of their teaching and by the College to evaluate faculty for retention and promotion. Faculty, of course, evaluate the performance of students in each course through their grading procedures. The effectiveness of academic advising is measured by evaluations that advisees complete during each pre-registration period.

On a broader scale, the College is able to indirectly measure the realization of its educational objectives by the performance of some of its students on state and national examinations in their respective fields. Students who complete their programs in Nursing and Business Teacher Education sit for examinations that certify their level of proficiency in their field, and Accounting students who specialize in public accounting ultimately sit for the CPA Examinations. Husson students have generally scored well on these examinations. Court Reporting majors are required to attain certain levels of proficiency in order to complete their programs.

Similarly, the degree of success that graduates achieve in being hired for and performing effectively in positions in their fields allows Husson to assess the training it provides its students. Graduates and employers of graduates are contacted by the College's Career Development Office after job placement for information to determine employer and employee satisfaction. These surveys also ask alumni to assess the effectiveness of their undergraduate experience. Individual departments may then use this information to evaluate their programs and activities.

To measure how effectively the College achieves its purposes outside the classroom, the Office of Student Affairss conducts an annual random sample survey administered to a large portion of Husson students.

At the faculty, administration, and trustee levels, many of the College's planning activities described above are also evaluative, as they not only look forward but continually review the effectiveness of what has been done and make appropriate adjustments in current policies and programs. More specifically, however, the Faculty Handbook adopted in 1990 put into place a number of evaluative procedures. Individual faculty members and Division Chairs evaluate themselves and each other annually, a process that was first implemented in the spring of 1992. Each Division of the College will carry out a periodic full-scale Program Review. The process, recently begun, integrates information from both outside and inside the institution to evaluate program effectiveness in relation to the established goals of the department under review. The Division of Professional Studies completed its review in the 1991-92 academic year, a process that led to significant changes in the programs offered by the Division. Moreover, the Nursing Program conducts its own systematic plan of evaluation annually.

Specific programs at the College (e.g., Nursing, Business Teacher Education, and Court Reporting) are evaluated externally by appropriate accrediting bodies.

Finally, the Planning Committee, established in January 1992, is charged not only with guiding on-going College planning but with evaluating Husson's success in implementing the objectives outlined in the 1991 College Plan and with measuring the effectiveness of the College's planning in general.

## APPRAISAL

The continual examination of and adjustments in its programs suggest that the procedures described above give Husson on the whole the ability to identify and articulate its purposes and objectives and to evaluate effectively their attainment. In the years since the College's 1982 Self-Study, which was highly critical of College planning processes, particularly the lack of connection between long-range planning and the building of the annual budget, Husson has made great progress in integrating planning activities into institutional decision-making. For example, the 1991 College Plan was instrumental in developing the fiscal 1992 budget, the first time a campus plan has been part of the annual budget process.

Many of the College's evaluative procedures, however, particularly those established by the Faculty Handbook and those resulting from the experience of developing the 1991 College Plan, are relatively new and need to be implemented systematically over time before their effectiveness can be clearly measured.

There are other areas, moreover, where whole new mechanisms for evaluating the College's achievement of its mission and purposes may need to be developed. For instance, there is at present no procedure for regular evaluation of students at a level above the evaluation of their performance in individual courses. A committee was established in 1990 to begin a college-wide formal student outcome assessment program, but this committee has not been active since early 1991. Husson must continue to establish appropriate competencies for its curriculum and build outcomes and their assessment into individual courses and departmental programs. The consensus at the self-study workshops held in May 1992 was that a committee should be formed to pursue the issue of outcomes and their assessment.

Finally, there is, as mentioned in Standard One, a gap between the broad description of the College's mission and purposes in its Mission Statement and the objectives established for individual courses in the curriculum. Husson needs to define its educational objectives more precisely and use them to establish a set of standards against which its success in achieving its objectives could be measured.

On the whole, however, planning and evaluation at Husson seem to be ongoing, flexible, and largely successful.

## PROJECTION

The Planning Committee is currently working on updating the 1991 College Plan by establishing a set of specific measurable goals in each major area of the plan (academics, college life, the campus environment), a time frame for meeting these goals, and a set of actions to accomplish them. The Committee is developing a five-year plan that will be updated and extended annually.

The recent purchase of a new administrative computer system and supporting software should enable the College to perform a more thorough and accurate analysis of activities in all areas. The more accurate, detailed data that will be available to support planning efforts will provide the means to examine the effectiveness of decisions and to make future projections.

# STANDARD THREE

## ORGANIZATION AND GOVERNANCE

### DESCRIPTION

The authority and responsibility for the governance of Husson College are described in the Bylaws of Husson College, the Husson College Faculty Handbook, the Bylaws of the Faculty Forum, and the Husson College Employee Handbook. The Nursing Program, which is jointly sponsored by the College and Eastern Maine Medical Center (EMMC), follows all the policies and procedures of the faculty. In addition, the College has a contract defining the relationship of the College and EMMC. The Nursing faculty has an additional set of bylaws which supplements those of the Husson faculty.

The relationships of the various constituencies of the College are illustrated in the Husson College Organization Chart. These constituencies are involved in governance as appropriate. There are no formally established procedures or criteria for evaluating the effectiveness of the governance of Husson College. Faculty and students are represented on the Board of Trustees; students and appropriate administrators are represented on Committees of the Faculty Forum. Faculty are represented by the President of the Faculty Forum on the President's Cabinet and by the Division Chairs on the Academic Advisory Council. The Division Chairs, the President of the Faculty Forum, and the Faculty Trustee are responsible for communications between the administration and the faculty. The President of the Student Government and the student representative on the Academic Affairs Committee of the Faculty Forum are responsible for communications between the students and the faculty and administration. This is the principal vehicle through which the students formally participate in the development of educational programs and policies. The Board of Trustees has delegated authority to the faculty for dealing with matters of curriculum and academic standards. Standards Four and Five describe how the faculty is organized for carrying out this responsibility.

The ultimate authority for governing Husson College and the ultimate responsibility for Husson's quality and integrity are vested in the Husson College Board of Trustees, whose powers are listed in Article I of the Husson College Bylaws. The Board has all the authority necessary for achieving institutional purposes, including determining and reviewing the mission and educational programs, appointing the President, and overseeing and approving the College's budget. This Board consists of not less than 15 or more than 35 members. There are currently 34 persons serving on the Board; this membership reflects both the general public, the alumni and the specific interests of the College. A faculty member, elected for a two-year term, and the President of the Student Government serve as voting members of the Board of Trustees. The Board members' backgrounds and demographic data about the Board may be found in the workroom. Two members of the Board--the President and the faculty representative--are employees of the College. Other than the President and the Faculty Trustee, no member of the Board receives compensation from the College. However, several Board members are principals in businesses that provide goods or services to the College. In previous reviews the Commission has cited the appearance of a conflict of interest between some of the Board Members and the College. The Board

recognizes this problem, particularly the potential conflict of board members serving on the boards of other local institutions. The institution with which this overlapping of board members is most significant is Eastern Maine Medical Center because of both the numbers of individuals involved and the existence of the joint Husson College/Eastern Maine Medical Center Nursing Program. The Board regularly monitors the potential for conflict and requires all members to sign the conflict of interest statement. At the present time, the Board is satisfied that it is effectively monitoring potential conflicts.

The full Board meets at least four times each year. These meetings include retreats at which issues of governance and planning are primary subjects. The Executive Committee of the Board meets in most months in which there are no full Board meetings. The Board has eight standing committees, which are described in Article XI of the Husson College Bylaws.

The President is the Chief Executive Officer. The President's exclusive responsibility is the management of Husson College. The Board delegates to the President, the Vice President for Academic Affairs (Chief Academic Officer), the Vice President for Administration/Controller (Chief Financial Officer) and other officers of the College the authority required for implementing the mission of the College and the policies established by the Board. (See Articles III - VIII of the Husson College Bylaws.)

The administration is organized into four principal divisions: the Academic Department, the Business Department, the Development Department, and the Student Affairs Department. Within the Academic Department there are four academic divisions. Each division is headed by a chairperson, a faculty member appointed by the Chief Academic Officer, upon the recommendation by majority vote of the members of the division. The chairpersons serve at the pleasure of the Chief Academic Officer. The nursing program is structured somewhat differently, with a Dean reporting to the Chief Academic Officer. Within divisions, each department is headed by a coordinator, a faculty member appointed by the Division Chair in consultation with the Chief Academic Officer and the departmental faculty. The Deans and the Executive Director of Continuing Education are appointed by the President on the recommendation of the Chief Academic Officer and serve at the pleasure of the Chief Academic Officer. The Vice President for Academic Affairs, the Vice President for Administration, and the Vice President for Institutional Advancement are appointed by the President, approved by the Board of Trustees, and serve at the pleasure of the President. The Dean for Student Services is also appointed by the President, and serves at the pleasure of the President.

Resources are allocated through an annual budget process. Each unit prepares budget requests and justifications during January. These requests are consolidated by area, and a comprehensive budget is then developed. In addition to the budget requests of each individual unit, the mission of Husson College and the College's Long-Range Plan are used as guides in preparing the final budget. The final budget developed by the administration is submitted to the Trustees for review and approval. The College budget is now approved and all units are informed of their allocations before the beginning of the fiscal year. The current budgeting procedures have been developed over the last two years, and, although not all of the new procedures have been completely implemented, the overall process has been significantly improved.

Husson offers baccalaureate degree programs at several off-campus sites through its Continuing Education Division. These centers offer only courses that have been approved by the faculty. There is a procedure through which faculty teaching at off-campus sites must be approved by the Chairperson of the appropriate division and by the Vice President of Academic Affairs. Each course offered through Continuing Education must follow the syllabus used by the same courses offered on campus (See Standard Four).

All of the educational decisions related to the establishment and administration of instructional programs and educational policies (course content, program curriculum, degree requirements and academic standards) are made by the Faculty Forum, subject to the approval of the Chief Academic Officer. Primary responsibility in these areas is exercised by either the Undergraduate Academic Affairs or the Graduate Academic Affairs Committee of the Forum. In general these committees review and make recommendations for changes and additions to course offerings or program curricula and establish guidelines for academic standards. They review and recommend the addition of new courses and programs to the Chief Academic Officer and the Trustees. All actions of the Committees are subject to review by the Executive Committee of the Faculty Forum and the Faculty Forum. The complete duties, responsibilities and limitation of authority of these committees and faculty are included in the Bylaws of the Faculty Forum of Husson College.

A representative of the student body, selected by the Student Senate, serves on the Undergraduate Academic Affairs Committee. This is the principal vehicle through which the students formally participate in the development of educational programs and policies.

The Board of Trustees participates in the academic life of the College through its Academic Affairs Committee. This committee is responsible for appraising the quality of academic programs, monitoring teaching loads including class size and student-faculty ratio, determining the financial needs of the academic programs, and considering requests for promotion and tenure. The participation of students in decisions of the Board of Trustees and the Faculty Forum is described above. Student participation in governance related to student affairs and student life is described in the Constitution of the Husson College Student Government and discussed in Standard Six.

## APPRAISAL

The governance procedures for the College, as they are contained in the various documents cited in the description, provide a basis for governance with participation by all constituents. The Faculty Forum is the principal mechanism for direct faculty participation in governance. The emergence of the Faculty Forum as an active governing unit over the last five years is a major development at Husson. Its role is defined in the Faculty Handbook and the Bylaws of the Faculty Forum which were completed and adopted in 1990. As noted in the report on the 1989 focused visit, the development of these governance documents marks a significant accomplishment for the College and a significant step towards collegial governance with collaborative participation between the administration and the faculty.

However, there are significant challenges associated with the governance of the College. First, the College is still in the process of developing its governance policies, procedures and structures. It is still evolving from an institution governed directly by the administration towards a more academic and collaborative model. Thus most of the policies and procedures are new. A consensus has not been developed regarding interpretation and application of the policies and procedures, and appropriate structures are not completely in place for effectively carrying out governance. Items of contradiction and omission are being identified as policies are applied and these are being corrected.

The second challenge is related to considerable turnover in the position of Chief Academic Officer. Since 1983 there have been seven chief academic officers. The result has been a lack of follow through and continuity. The constant change, start and stop have caused some faculty to become discouraged and to feel that participation in anything other than their teaching just is not worth the effort. Further, some faculty believe that the President has inappropriately stepped into academic decision making rather than following policies and procedures.

During the 1991-1992 academic year a number of faculty expressed dissatisfaction with the governance structure of the College. They questioned whether the organization chart had been followed and the frequency with which it had been changed. They expressed concern about the high turnover of academic officers and accompanying lack of stability. They identified instances in which they believed the application of policies and procedures had been unfair and inconsistent. They also expressed concerns about communications between the faculty, the administration and the Board, and about the commitment of the faculty to work together solving problems of College governance.

The specific governance issues of particular concern to the faculty in question included:

> They were dissatisfied with the level of the information that the Faculty received concerning the budget and the way in which budgetary decisions were made. They argued that the information provided was not timely and lacked the detailed explanation that would allow faculty to understand the choices made and why they were made.

> They felt that the search process for new faculty, although it was clearly defined in the College's governance documents, had not been followed. They cited decisions to terminate searches or modify searches without any dialog with the faculty involved. They pointed to instances in which the search process for administrators had been bypassed or had been conducted in ways unfamiliar to the faculty.

> They charged that the administration had not always follow appropriate channels in communications and decision making. Examples were cited concerning decisions regarding faculty members being made without prior consultation with the division chair.

They expressed concern that the trustees had little real understanding of faculty issues.

They indicated that important decisions, particularly personnel decisions, were made in settings where faculty interests were not represented or not fully considered.

They claimed that in practice the role of the President and the Vice President for Academic Affairs were blurred. They pointed out that many faculty perceived that the President interfered with the operation of academic affairs in inappropriate ways.

They expressed concerns about the adequacy of procedures for bringing off-campus programs under the governance of the College.

Responding to the concern and dissatisfaction, the President met with the Faculty to discuss these issues. He has stated his commitment to make the College's governance function properly. He pointed out that, just as the Faculty had legitimate concerns about management decisions, he had concerns about the consequences of faculty/academic decisions. The problems associated with searches were, from the President's perspective, partially the result of the faculty's failure to act in a timely fashion and to follow the search procedures described in the Faculty Handbook. He also charged that the Faculty contributed to communications problems when it did not follow available channels for initiating dialog about issues when they occur.

Although the President stated that he was dedicated to working with the faculty in finding ways for the faculty and the administration to carry out their proper rolls, a significant number of the faculty did not believe it is possible to resolve the problems with governance. They expressed this belief through a vote of no confidence (27 to 0, with 2 abstentions) in the President at a special meeting of the Faculty Forum held on May 11, 1992. Subsequent meetings of the Faculty Forum were held on May 14, June 11, June 15, and June 17 to discuss relations between the President and the Faculty. At the final meeting a motion to rescind the vote of no confidence was defeated by a tie vote (12 to 12, with 2 abstentions). Following this the Faculty met with the President and Trustees on July 6 to continue the dialog. At that time the Forum agreed to reconsider the motion to rescind the vote of no confidence in the fall. On September 30, 1992 the Faculty voted to rescind the vote of no confidence (22 to 15, with 4 abstentions). The details of these discussions can be found in the minutes of the Forum meetings cited above. It is hoped that this sequence of events will improve communication between Trustees and faculty, and will increase the Trustee's understanding of faculty concerns.

PROJECTION

Although Husson College has made significant progress in the area of governance, a challenge still faces the College. The faculty needs to continue the dialog it initiated with the President, and it must propose vehicles through which it can be brought into important decision making at relevant points. The faculty needs to be more than just an advisory body -— a more specific role for the faculty in decision-making processes needs to be defined. It may be possible to do this through the Faculty Forum and other existing mechanisms. However, this should be carefully assessed, and, if necessary, formal organizational changes should be made.

The faculty and the President jointly need to identify problem areas and to seek solutions to these problems. The College must also devote significant effort to the establishment of criteria for measuring the effectiveness of governance and processes for regular evaluation of all aspects of its governance.

# STANDARD FOUR

# PROGRAMS AND INSTRUCTION

## GENERAL DESCRIPTION

Husson College is a teaching institution that focuses on the education of its students by providing undergraduate and graduate degree programs in business, health, education, and professional studies. These programs include:

Bachelor of Science:

- Accounting
- Business Administration
- Business Teacher Education
- Court and Conference Reporting
- Management Information Systems
- Nursing
- Executive Administration

Associate of Science:

- Accounting
- Broadcast Communications (One Plus One)
- Business Administration
- Court and Conference Reporting
- Management Information Systems
- Medical Assisting
- Office Management
- Paralegal Studies

Graduate:

- Master of Science in Business

There is also a five-year B.S. Accounting/M.S. Business degree program. Since the 1989 Focus Visit, Husson has discontinued its one-year diploma Office Assistant program.

In addition to the degree programs outlined above, Husson College operates the International Center for Language Studies which provides international students with a non-degree program in the English language through an intensive, focused, and coordinated curriculum delivered by a faculty selected for their knowledge of teaching English as a second language, overseas experience, and cross-cultural expertise.

Husson's programs fulfill the College's mission by preparing its graduates for careers through curricula that integrate liberal arts and sciences, professional and technical studies, and experiential learning. In keeping with its Mission Statement, Husson emphasizes teaching over research. Not only do faculty devote most of their efforts to teaching, but a number of administrators also teach.

The academic area receives 38% of the College's operating budget. The Nursing Program receives resources from both Eastern Maine Medical Center (faculty salaries, support services and equipment, laboratory equipment and budget) and Husson College (office and laboratory space, faculty for non-nursing courses). In addition, both institutions share in providing financial aid for students, consultation, and membership in professional organizations.

The College's admissions policies reflect the philosophy, as stated in the current catalog, that "all individuals who have the desire to further their education and have the potential to succeed should have the opportunity to develop college-level competence". Students are directed toward programs in which they are most likely to be successful. Admission and retention policies are consistent with the level of the program. The Nursing Program has additional admission requirements based on the discipline's professional standards.

Husson serves motivated career-oriented students. While the College does not offer a degree in liberal studies, each of its programs, in order to prepare a well-rounded professional, requires that a minimum of 35-49% (in Baccalaureate programs) and 30-50% (in Associate programs) of the courses be taken in liberal studies. In order to prepare graduates for their area of specialization, the average program requires that 54.5% of its courses be professional/technical. In addition, each baccalaureate program includes the opportunity for an internship/externship that provides the student with experience in the work environment.

Undergraduate degree requirements for each program are published in the Husson Catalog. Program and course objectives are further delineated in course syllabi, which clearly identify content and instructional techniques that are appropriate for the level of the course, as well as evaluation processes to assess the student's achievement of course objectives. The thread of professional courses begins early in each educational program and progresses with increasing complexity throughout the student's college experience. Level objectives, reflected in the course numbering system, form the basis for a sequential progression of professional experiences in each program. Outcome objectives in nursing, and capstone courses in business, education, and professional studies identify outcome behaviors that demonstrate the graduate's synthesis of learning.

Teaching practicums and laboratory and clinical experiences provide opportunities for students to apply theory to practice. Most Husson faculty have had professional work experience in their field of expertise; thus students have the advantage of faculty who are skilled in both practice and teaching.

Since Husson provides career-oriented educational programs, program planning and development begin at the community, state, and national levels with a needs assessment. At the College level, a formal planning and evaluation process was developed in 1990 and is being carried on by the Planning Committee. This process was used in the development and adoption of the Management Information Systems and Paralegal Studies programs and the Sports Management concentration in Business Administration, as well as in a program review that led to changes in the programs offered by the Professional Studies Division.

The 1991 College Plan includes priorities for academic planning as part of the overall planning priorities for the College. Academic planning and evaluation processes within departments and divisions assure the achievement of individual program objectives. For example, an evaluation of graduates' needs for management skills in computer information systems led the Management Studies Division faculty to develop the Management Information Systems program. On the other hand, College-wide evaluation plans wax and wane with changes in the academic leadership.

Program changes recommended by departments and divisions go through a formal acceptance process that involves, in sequence, the Undergraduate or Graduate Academic Affairs Committee, the Executive Committee, the Faculty Forum, the Vice President for Academic Affairs, and, when appropriate, the President and the Board of Trustees.

Course offerings assure students the opportunity to complete their academic program as published in the catalog. Husson's Summer School, plus the Weekend College for Nursing, which offer courses in concentrated time periods, has shown that students acquire levels of knowledge, understanding and competencies comparable to those in courses offered in the more traditional semester schedules.

## GENERAL APPRAISAL

Academic programs and curricula are internally consistent, appropriate for the level of the learner, and supportive of the mission of the College. Although based on small samples, high satisfaction rates of both employers and graduates, and high placement rates (as documented in Career Development Office surveys) confirm the effectiveness of the curriculum in preparing Husson's graduates for positions in their fields of specialization.

Since the College's endowment fund is small, and the College is largely dependent on tuition monies, budget constraints have at times limited the College's ability to support all academic programs at optimal levels. Faculty salaries are relatively low, and more full-time faculty are needed. In areas such as finance and marketing, students take most of their courses from one faculty member. Academic facilities need to be improved, and more up-to-date equipment needs to be purchased for technical and professional courses. In addition, as class sizes increase, classroom space and poor acoustics become a problem.

While programs are reviewed and evaluated internally by faculty and externally by appropriate accrediting/approving bodies, they are just beginning to be reviewed on a College-wide basis with any consistency. Although a program review process is in place, the changes in academic leadership have not allowed for consistent follow-through.

## GENERAL PROJECTION

Husson needs to continue to increase the allocation of resources to the academic area in order to make the College's dream of "state-of-the-art instruction and equipment" fully a reality. Additionally, more comprehensive surveys of graduates and employers are expected to provide the College with more extensive information relevant to program review and modification. Finally, it is anticipated that academic leadership will become stabilized and contribute significantly to a rejuvenation of the program review process.

# Continuing Education Division

## DESCRIPTION

Husson College offers its business and accounting degree programs in the evening, and on Saturday, to part-time adult learners at the Bangor campus and at off-campus centers in Portland, Lewiston, and Caribou, Maine. Individual courses are offered at other sites on a periodic basis and independent study using video tapes of a few courses are currently being offered on a test basis.

The courses and programs in the Continuing Education Division comply with the overall Husson College Mission Statement, which appears in the Continuing Education brochure. The Division also states a more specific mission:

The mission of the Husson College Continuing Education Division is to be responsive to the changing educational needs of the adults in the State of Maine.

The goal of the Division is to maintain the same course requirements, criteria, and standards as are currently found in the day degree programs on the main campus. At the same time, the Division wishes to provide a reasonably priced, highly responsive academic environment for working adults. The struggle to maintain a proper balance between responsiveness at a reasonable price and academic quality control is both challenging and rewarding.

Husson's CED program is identical to the day program in curricula, textbooks, faculty credentials, transcript evaluation, course substitutions, registrar activities, etc. However, even though considerable effort is exerted in attempting to standardize the collegiate experience, the CED population is clearly different from the day school population. The vast majority of CED students are adults with full tim jobs, the faculty have full time jobs other than teaching, and the teaching environment has fewer class meetings of longer duration. Part-time faculty and students located in different communities necessarily have very different discussions

and use different examples. There are minimal opportunities for CED faculty to interact, debate, and plan collectively. The educational goals of CED students tend to be different from their daytime counterparts as illustrated by a high interest in management accounting and job advancement in CED compared to a high interest in public accounting and passage of the CPA Examinations in the daytime accounting program. Finally, academic advising in CED is done by the Center Directors in contrast to being done by the full-time faculty in the day division. Although the Center Directors hold Masters Degrees and are credentialed to teach, they are hired to be administrators, and they function primarily in that capacity. These basic differences in demographics, student experience, and administrative organization make the complete standardization of off-campus programs with on-campus programs one of the CED Division's most elusive challenges.

The Center Directors recommend hiring for CED only faculty who have Master's and doctoral degrees. The Center Directors have available for all CED faculty an Instructor's Manual that contains helpful hints on how to teach adult students. A video cassette entitled "How to Teach Adults" is also available.

During the Spring Semester 1992, one full-time Husson faculty member taught one CED course, but 99% of the CED faculty are on a part-time status. The new Center Directors must have teaching credentials and must teach each term/semester as part of their duties. During the CED Summer session, a small number of full-time faculty teach in the program. The number of courses scheduled during the four terms statewide in 1991-92 was 358. Ninety instructors were hired.

Formerly there were sites in seven locations throughout the state: Bangor, Portland, Caribou, Ellsworth, East Millinocket, Mexico, and Lewiston. In January 1991, the seven locations were consolidated into four Centers: Bangor, Portland, Caribou, and Lewiston. Each Center is encouraged to explore opportunities for smaller satellite locations within its geographical area.

The programs offered at the four Centers are as follows:

Bangor:

A.S. Business Administration
B.S Business Administration
A.S. Accounting
B.S. Accounting
A.S. Management Information Systems
B.S. Management Information Systems

Caribou:

A.S. Business Administration
B.S. Business Administration
A.S. Accounting

Lewiston:

A.S. Business Administration
B.S. Business Administration
A.S. Accounting
B.S. Accounting

Portland:

A.S. Business Administration
B.S. Business Administration
A.S. Accounting
B.S. Accounting

In addition to the courses delivered in the traditional fashion, video courses, taped by full-time Husson faculty, are available to CED students. At this time there are seven video courses:

AC 121 Principles of Accounting I
AC 122 Principles of Accounting II
AC 201 Intermediate Accounting I
AC 202 Intermediate Accounting II
AC 211 Managerial Accounting I
AC 311 Cost Accounting I
BA 321 Marketing

Video courses in BA 201 (Business Law I) and BA 101 (Introduction to Business) are being developed. Students taking video courses have the opportunity to communicate with their instructor one hour each week through a 1-800-WATTS number. Students may take examinations at the various centers, or under the direction of a staff person on the main campus.

Admissions and transfer policies are the same for CED as they are for the day division. Approximately thirty percent of CED students are non-degree students who come to the CED Centers for the purpose of taking only one particular course. These special students come and go, usually taking introductory courses in accounting, management information systems, business law, or management. On the other hand, degree students are monitored very closely during pre-registration. For the Continuing Education Division a faculty member is designated as the official evaluator. This faculty member has developed a computer program that assists in the evaluation process and assures accuracy and consistency.

Currently the Husson College Library in Bangor supports faculty and students at Continuing Education sites by telephone and mail on an individual basis; the librarians answer reference questions over the phone and send materials to patrons as needed. The library also handles subscriptions for journals housed at the Portland Center but does not control their storage and availability. The library provides Centers with course materials to be put on reserve as requested by faculty. In December of 1992 the College signed an informal letter of intent agreeing to participate in the University of Maine System's statewide fiber-optic network. In theory, with the proposed internal communications network planned for residence halls, classrooms, and faculty/staff offices, all students and personnel on the Bangor Campus and at the CED sites will ultimately have direct access to each other and also to state and national libraries and databanks.

CED also plans and administers conferences, seminars, short courses, workshops, and institutes in order to provide educational opportunities for the community by bringing people together to exchange ideas, solve problems, learn skills, and acquire new insights. An additional goal is to make more efficient use of the College facilities throughout the calendar year, especially during the summer months when few students are on campus. Division staff work with the program coordinators from inception to assist in determining program content, and to aid in obtaining appropriate professionals to present the program content. Continuing Education Units (CEUs) are offered for non-credit courses.

Examples of typical conferences and workshops can be found in the workroom. The Continuing Education Division adheres to the mission of the College in responding to the needs of the community by scheduling timely insurance, real estate, business, accounting, and management workshops. By working with certifying agencies, the faculty, and leaders in a given profession, the best available talent is retained to present seminars and short courses.

APPRAISAL

In the 1989 NEASC focus visit, concern was expressed about the need to "develop and implement suitable mechanisms for quality assurance in its off-campus sites" and concern that "heavy use of part-time faculty at off-campus sites may be a serious problem, particularly without the presence of full-time faculty and in the absence of a regular organizational structure for evaluation and control". Subsequently the College also found that not only were there higher grade point averages in CED than in the day division, but also that the same student taking both CED and day courses achieved a higher grade point average in CED leading to concern about quality control assurance.

The College has taken several significant steps since 1989 to address quality control in continuing education including:

1. The number of permanent off-campus CED centers has been reduced from seven to four with an increased focus on academic oversight.

2. Decisions on course substitution have moved from outreach site to chairs of academic divisions and the vice president.

3. Decisions on approval of adjunct faculty have moved from outreach site to chairs of academic division and the vice president.

4. A new position has been created in the Registrar's Office increasing the time commitment to and specialization in continuing education records.

5. The Executive Director of Continuing Education has become a member of the Vice President of Academic Affairs Advising Committee and the President's Cabinet, Academic Council and the Division Chair Committee.

6. A requirement has been added that all center directors must hold at least a masters degree and teach one course per academic year.

7. Computer labs have been established at each site.

8. Plans for enhancing CED library services at off-campus sites include automating the card catalog and periodical indexes to provide computer access to the Bangor collection from any site; formalizing document delivery services to the Centers; having staff in Bangor and at each Center to provide bibliographical agreements with local libraries to use their resources.

9. The Vice President for Academic Affairs has commenced leading visits by academic division chairs to outreach Centers to meet CED faculty, administrators and students.

10. In hiring adjunct faculty the College adheres to the same standard for credentials as established for full-time faculty.

11. The College requires the same text book and syllabi for CED as used in day division courses except as approved by the academic division chairs.

12. Student evaluations of all CED faculty are made available to academic division chairs and vice presidents as needed. Where evaluations are unacceptable, CED faculty are not rehired.

PROJECTION

The growth over the past few years was achieved at a time when there was a serious recession, a streamlining of course offerings,a reduction of sites, and the only increase in personnel being a secretary, and a full-time site coordinator in Lewiston. Three of the four present Centers show solid growth curves since 1989. The exception is the Caribou Center which has suffered a 25% loss in course registrations this fall. This can be explained by the recent news that Loring Air Force Base has been designated as one of the military installations scheduled to be closed in 1994. With an aggressive marketing strategy, it is not unreasonable to assume that the Continuing Education Division will continue to grow at the rate of 5% each year.

Continual attention will be given to maintaining and strengthening the internal academic control over all CED programs.

## Undergraduate Degree Programs

DESCRIPTION

The main objective of Husson College is to excel in educating career-motivated undergraduate students. To accomplish this goal, the College offers Associate and Baccalaureate degree programs in Accounting, Business Administration, Business Teacher Education, Management Information Systems, Nursing, Court and Conference Reporting, Office Management, and Broadcast Communications. All programs are profession- or career-oriented and emphasize the mastery of a particular applied area of study. They are designed to meet employment needs within professions and to give graduates mobility throughout the country in obtaining desirable positions.

What follows is a review of the College's philosophy of general education. Then comes a brief description of each degree program. Examples of course sequencing to show increased mastery of the subject, and examples of integration between courses and out-of-the-classroom experiences are included. Husson assigns course numbers that represent the skill level of the course; 100-level course numbers represent first year courses, 200-level numbers represent second year courses, etc. For each degree program, wherever appropriate, certification of graduates by outside agencies is described. More complete descriptions of each degree program, including information on course sequencing, may be found in the College catalog.

The following table shows the percentages of general education, professional or technical, and open or unrestricted courses within each degree program. The offerings classified as general education are economics, English, ethics, history, mathematics, psychology, science and sociology. Professional or technical courses are program-specific and relate to the student's major. At present, the distinction between technical and professional courses is under review. Generally, professional courses are those courses provided within the department in which a student is majoring, and technical courses are those providing a particular skill relating to the students major but not offered by the student's major department. However, over the years, this distinction has become blurred, and in some cases reversed. Open or unrestricted electives form the smallest percentage of total requirements in all programs. This reflects the strongly professional and career-oriented programs of the College. Most programs let the student choose between professional/technical or general education courses to fill the open electives slots.

## BACCALAUREATE DEGREE COURSE REQUIREMENTS

| | Course Requirements | | |
|---|---|---|---|
| Department | General | Pro./Tech. | Open Elective |
| Accounting | 35.4% | 52.5% | 12.0% |
| Business Administration | 37.5% | 55.0% | 7.5% |
| Business Teacher Education | 35.0% | 62.5% | 2.5% |
| Management Info. Systems | 36.6% | 53.7% | 9.7% |
| Nursing | 49.2% | 48.4% | 2.4% |
| Office Management | 37.5% | 54.5% | 8.0% |
| College Average | 38.5% | 54.5% | 7.0% |

The percentages show that all departments place considerable value on general education as an essential part of a career-oriented education. Requirements in the three areas of general, professional or technical, and open electives ensure adequate breadth and balance for all career-minded, degree-seeking students.

College wide, the average percentage of professional or technical courses in the degree programs is 54.5%. All programs enhance classroom learning with real-world experiences through internships, cooperative education, practicums, clinical work and student teaching. In addition, extracurricular activities such as student chapters of professional organizations and field trips strengthen future career opportunities of students.

The recognition that learning takes place outside the classroom is reflected also in faculty's integration of library use into the curriculum. Although physical facilities limit the size of the library's holdings, interlibrary loan, compact disks and access to vast databases containing volumes of accumulated knowledge appear to meet the needs of undergraduate programs. The library staff is helpful and supportive in assisting all members of the College community to locate or procure reference materials. The only weaknesses may be the amount of instruction students receive on how to use the library facilities and the extent to which undergraduate courses require their use. Standard Seven discusses library and learning resource centers in more detail.

## Arts and Sciences

The Arts and Sciences Division sustains the programs of Husson's other departments through course offerings in humanities, natural sciences (including mathematics), and social sciences. These courses constitute more than one-third of every degree program, as shown in Table 1, and offer each student the opportunity to develop the critical thinking skills that are the hallmark of the educated person. The Division's mission of providing the general education component for all programs continues to be one of its most important responsibilities.

Through a cooperative effort with the New England School of Broadcasting, the Division offers an Associate degree in Broadcast Communications. In addition, students in all departments may select minors in English, psychology, and behavioral sciences. There are two forms of the English minor, a concentration in literature and a concentration in communication. A minor has 18 credit hours of approved courses.

Sequencing of courses in this division flows more readily within some departments than in others. For example, the 200-level science classes for nurses build on the skills developed in the 100-level courses (SC121 to SC122 to SC233, etc.). Nutrition requires knowledge of chemistry, for example. SC392, Research, has MS341, Statistics, as a prerequisite. There are no 400-level science courses. The science courses intended for other majors do not build on each other because they are all introductory in nature. The three 300-level courses--Oceanography, Dynamics of Earth, and Horticulture--are not third-year courses in terms of their difficulty or prerequisites, but they have never been changed to 100- or 200-level. Only Oceanography continues to be offered in the day division.

In English, EH111--Composition, and EH112--Literature & Research, are prerequisites for all upper-level literature and writing courses with two exceptions. EH411, Literature Seminar, builds on the second-year literature courses, especially

the American Literature series, so one 200-level literature class is required before a student can be admitted to EH411. EH221, Business Communications, is a prerequisite for EH322 and EH323, which build on the formats, concepts, and principles studied in EH221. To make sure that English courses are numbered consistently, the English faculty changed EH499, Topics in Literature, to EH299, Topics in Literature, which recognizes that courses taught under this heading are on the same level as the other literature classes.

## Accounting

The Accounting Department offers six programs of study. Two four-year programs lead to a Bachelor of Science degree in Public Accounting or Management Accounting. Two four-and-one-half year programs add a Management Information Systems concentration to the above programs. A five-year program leading to a Bachelor of Science Degree in Accounting and a Master of Science Degree in Business was approved by the faculty and administration in the spring of 1991. This is the first such program offered in Maine and started in the fall of 1991. A two-year Associate in Science degree is also available.

In the junior year, students can take a twelve credit accounting internship that provides an opportunity to gain practical work experience in the accounting field. They also have opportunities to visit accounting firms to observe operations and gain a sense of what a practicing public or management accountant does. Seniors can choose a capstone course in advanced accounting theory and problems that prepares them for the Certified Public Accountant (CPA) examination.

For the past 13 years, students have taken the CPA examination at the end of the spring semester of their senior year. Over the past two years a change in policy has made results available to College faculty. Currently the average passing rate for Husson students on each section of the exam is 42%. This compares favorably to the average national rate of 30% on each section. Over the years, the average number of Husson students who become certified seems to be quite high, but no data have been collected to establish this.

## Business Teacher Education

Students may select a concentration from the four technical areas of Accounting, Business Administration, Management Information Systems, or Office Management. Students who complete degree requirements in one of these areas are recommended by the Department for certification by the State of Maine Department of Education and Cultural Services.

Opportunities for early and continuous practical experiences form an integral part of the teacher education program. Students gain actual classroom experience through the Practicum in Education course and the Student Teaching course. The Department encourages its students to become peer tutors and participate in cooperative education.

Upon graduation, the Department recommends students who complete the degree requirements in any of the four areas of concentration for a Maine State Teachers Certificate in Business Education. The Maine State Department of Education and Cultural Services awards these certificates to qualified graduates. Students must pass the National Teacher Examination before being certified.

## Business Administration

The Business Administration Department offers six programs of study. A two-year program leads to an Associate in Science Degree in Business Administration. The four-year curriculum culminates in a Bachelor of Science Degree in Business with concentrations in General Business, Management, Finance, Marketing and Sports Management.

The programs require students to complete a number of general education courses during their first two years to prepare them for the concepts and principles that are dealt with in upper-level courses. For example, BA361, Financial Concepts, requires courses in mathematics and economics. Depending on the major concentration, students in the junior and senior years focus on an area, such as marketing, in which basic principles and knowledge from the foundation courses are applied to practical situations or used to develop additional theory. The culminating course focuses on executive management-level decision making and the formulation and implementation of strategy.

Business Administration is currently conducting a pilot program which offers some of its beginning courses to students in remote areas via computer modem. Additional course materials to support these offerings are down-loaded from the instructor's computer. A bulletin board provides enhanced interaction between instructor and students; hypertext is another tool that will be tested in the project.

## Management Information Systems

The Management Information Systems (MIS) Department offers two programs that train students for careers in the analysis, design, and implementation of systems which provide managers with the information needed to plan, organize, staff, direct, and control organizational operations. The two-year program prepares the student for an entry-level position as a computer programmer and leads to an Associate in Science Degree in Information Systems. Four-year students receive a Bachelor of Science Degree in Management Information Systems. This program trains the student for the entry-level position of programmer/analyst with upward mobility to systems analyst and manager. The capstone course centers on a group project to develop a realistic information system. The project for the 1992 spring semester is the development of a transfer credit evaluation system for use at Husson College.

The faculty member advises a student chapter of the Data Processing Management Association, giving students the opportunity to meet and converse with experienced computer professionals. Field trips to visit and observe the

information-processing centers of banks, publishers, retailers, military installations, factories, broadcasting stations and utilities allow students to experience the wide range of applications and production of computer equipment.

In 1991, the Department upgraded its four-year program by adding courses in expert systems, artificial intelligence, project management and current topics. The content of existing courses was also updated. Information system managers from local corporations provided input for and critical review of all proposals.

The Certified Data Processor (CDP) examination is an option for students in this major. Should such certification become a requirement of the industry, the MIS Department will help students in preparing for this examination. To keep in step with current requirements, the program follows the guidelines set forth by the Undergraduate Curriculum Committee of the Data Processing Management Association.

## Nursing

The Nursing Department offers a Bachelor of Science degree in Nursing for four-year students. An alternative plan allows registered nurses who have a diploma, associate degree, or licensed practical training to obtain a baccalaureate nursing degree through the Weekend College Option. This Option provides the opportunity for nurses at two levels of practice to enter the program with the possibility for advanced placement within the nursing curriculum by credit transfer and proficiency examinations. Flexible scheduling of classes includes weekend offerings of mandatory core nursing courses.

No nursing student is allowed to start the next level of classes until all lower-level courses have been completed. For example, students cannot take 200-level courses until all 100-level courses have been passed. All upper-level courses build on the skills developed in the lower-level classes. A nursing internship, offered in the summer between the junior and senior year, provides many students with the opportunity for supervised practice while working with both a practicing nurse role model and a nursing faculty member to meet course and individual objectives. Second semester seniors take a capstone course entitled "Adaptation in Contemporary Nursing Practice."

The Nursing Department continually assesses the program using feedback from external accrediting bodies, monthly nursing faculty and curriculum committee meetings and other committees within the department. The faculty participated in the assessment phase for development of the recently approved health care concentration within the Master of Science in Business program. An ad hoc committee met to evaluate the feasibility and need for an advanced degree in nursing, possibly combined with business management.

The nursing program was accredited by the National League for Nursing in 1987 and approved by the Maine State Board of Nursing in 1984 and 1988. Nursing graduates take the National Council Licensure Examination (NCLEX) in February or July. One hundred percent of Husson nursing students passed this exam on five of the six times it was offered since 1990.

Professional Studies

The programs leading to a four-year degree are executive administration, and court and conference reporting. The executive administration program allows students to aspire beyond secretarial proficiency and pursue careers in office management. Court and conference reporting uses the latest in computer technology to translate the dictations taken on a stenograph. A distinguishing feature of this program is that it requires proficiency in the reporting of medical testimony. Associate degree programs with concentrations in administrative assisting, legal or medical administrative assisting, information processing, medical assisting, and paralegal studies develop the skills required in these professions. Graduates of these programs hold excellent positions in industry, government and professional occupations.

Many courses in the Professional Studies Division are skill-oriented and therefore require that students meet certain speed and accuracy standards before attempting more advanced courses. For example, CR223, Machine Shorthand Speed Development II, is the prerequisite to CR422, Multiple-Voice Dictation. CR425, Medical Dictation and Terminology I, requires SC231, Medical Terminology, to ensure that students recognize and understand the terms they are transcribing. Many Office Management courses are sequenced to ensure proper skill-level.

New technology has made a significant impact on the operations of the modern office. In an effort to keep programs current, the Professional Studies Division is completing a detailed study to modernize its curriculum. Computerization will be the theme tying the programs together.

Students enrolled in the Court and Conference Reporting program can obtain certification by passing the Registered Professional Reporters (RPR) examination administered by the National Court Reporters Association. To graduate, in addition to meeting requirements in the liberal arts and sciences, and developing extensive technical proficiency, all students must pass the equivalent Husson requirement of 225 words per minute (wpm) for questions and answers, 200 wpm for jury charge, and 180 wpm for literary material. Beyond the standards of the RPR examination, Husson students must do 200 wpm for medical testimony. A detailed self-study of this program is currently under way to obtain NCRA approval of programs.

APPRAISAL

The fact that Husson has a division called Arts and Sciences suggests that these broad areas of knowledge are important components of an educated person. However, the present size and scope of this division limit liberal studies offerings, particularly in the fine arts. To fill this gap, the College supports art, cultural exhibits, and musical performances. Nevertheless, at some point in the ongoing planning process, the college should assess its commitment to providing a broader range of liberal studies offerings.

Undergraduate programs strive to integrate liberal arts and sciences, professional and technical studies, and experiential learning outside the classroom. Two ways this occurs are by offering courses in prescribed sequences which culminate in capstone courses, and by providing opportunities for work experience. The College is in the final stages of approving the addition of French and Spanish as general education electives. The emphasis will be on speaking proficiency within the business environment. Yet integration remains an area of challenge for the College. Three suggestions to ensure that general education remains a strong component of each degree program are: strengthening the quantitative aspects of some courses; adopting a writing-across-the-curriculum policy; and modifying course content and sequencing to more clearly illustrate the relationships between areas of knowledge.

The mission statement acknowledges that undergraduate students must become aware of professional and ethical responsibilities as they relate to individuals, organizations and the global society. The undergraduate curriculum at Husson treats professionalism and ethics as inseparable. All programs in the Business Administration Department require a course in ethics as part of general education. Appropriate professional courses address ethical issues as they relate to the discipline. As an example, most students take a required introductory computer course. The ethics of copying software is discussed and students sign an agreement that they will adhere to the copying restrictions and use of the software that they receive. In nursing, ethical considerations are an essential part of all courses.

There is strong anecdotal evidence suggesting that undergraduate programs approach the mission's goal of excellence in teaching and personalized collegiate experience. The development of self-worth is a directly observable result of college life at Husson. Faculty and administrators comment frequently on the personal growth and self-esteem noted in individual students. Credit for this goes not only to the undergraduate faculty but to all staff as well.

The philosophy and practices of the Nursing program are just one example of department actions that come close to the true spirit and intent of the mission. The integration of theoretical courses with laboratory and clinical experience emphasize the relationships between theory and professional practice. A sense of identity and close fellowship between students, hospital personnel, and a dedicated faculty create an excellent support system for scholastic achievement, career development and personal growth. Perhaps other equally successful undergraduate programs could benefit from a closer cooperative relationship with area business leaders.

Continuing attention should be paid to updating undergraduate programs to keep pace with a changing world. A former chief academic officer initiated a formal program review process; as of this writing, the Professional Studies Division has been the only department to complete such a review. It is clear that revitalization of the program review process is needed, with input from working professionals and business managers being incorporated to strengthen the theoretical and practical components of all programs. Requiring juniors and seniors to choose electives from upper-level prerequisite-based courses would improve the quality of their individual programs. An honors program would challenge talented students and give them the opportunity to realize their full potential. The faculty is committed to the development of new programs in accordance with the directives of the mission. Issues relating to faculty development are addressed in standard five.

To ensure support for the development and improvement of undergraduate programs, investments in the physical plant and equipment will be needed. The strain on limited laboratory facilities will increase as enrollments in programs such as sports management and nursing grow. For example, the nursing profession predicts that demographic changes within the next decade will increase the demand for nurses and consequently student enrollments will increase; however, the physical facilities for science labs and private faculty offices restrict expansion in enrollment at this time. At present, the College is addressing the issue of expanding facilities versus enrollment limitations in the nursing program.

In the descriptions of degree programs noted above, the extent to which departments formally evaluate the educational outcomes of their programs varies. The criteria currently in use for evaluation of Husson graduates are certification or licensure in the major area of study, employment within the major or related area, and pursuit of advanced study.

The extent to which students seek certification is explained in the descriptions of each degree program. Programs such as nursing and business teacher education require certification from an outside agency; others, such as accounting and paralegal studies, encourage certification.

Some statistics are available on students' success at finding employment or choosing advanced study. The Career Development Office compiles data on the employment of graduates. Graduate Employment Survey results exist for the years 1986 through 1991 and contain information on positions held by graduates, and additional statistics back to 1974 are available. Although interpretation of the results is subject to the caveats stated in the surveys, the results indicate that most Husson graduates find employment within their major field of study. This suggests that undergraduate programs successfully meet the basic requirements for entry-level positions needed by businesses. A relatively low percentage of students pursue advanced study.

Husson College does not adequately assess the educational outcomes of all its programs, although interest in assessment has been shown in the past. A former chief academic officer convened a committee to begin addressing the issue, and three people attended a workshop on this topic sponsored by Alverno College. However, progress is slow, and faculty and administrators have yet to agree on what educational assessment means at Husson College, let alone plan a strategy for incorporating assessment of educational outcomes into all degree programs.

## PROJECTION

The College has to devise and implement methods for ensuring that every student can demonstrate competence in the techniques and knowledge needed to be a practicing member of the student's chosen profession. The College has to do the same with respect to the communication and analytical skills emphasized in the mission statement. This is the strongest way of assessing how well the college as a whole is fulfilling its mission. Other colleges have instituted similar programs; there are models that could be adapted to Husson's situation. Successful assessment efforts will be the unifying philosophical thread running through each degree program.

A strength of the undergraduate programs is integration, not only between the general education and professional courses, but also between classroom and outside experiences. These features epitomize the essence of a Husson College education. Whatever model of educational assessment the College adopts, it must be certain not to abandon this important ingredient.

The mission statement expresses many ideals that are not easily converted into realities in the classroom, and this is as it should be. As the driving force of the institution, complete fulfillment of the mission's goals should always remain slightly out of reach to ensure continual attempts at college-wide improvement. The current mission statement challenges the entire faculty to bring undergraduate programs into closer proximity with its objectives. The undergraduate faculty of Husson College accepts this challenge.

## Graduate Degree Programs

### DESCRIPTION

The Graduate Studies Division at Husson College offers a single graduate program leading to the degree of Master of Science in Business. The program is designed to develop and strengthen skills in analysis, decision making, communication, and implementation -- skills critical to effective performance in management. The curriculum is sharply focused in terms of purpose, content, and market. Most students in the program are career-experienced professionals who are seeking continuing education at the graduate level for purposes of professional development and advancement. A minority are younger, pre-career or early-career individuals who are seeking to strengthen their preparation for the responsibilities of management.

The mission of the Graduate Studies Division, formalized in 1986, is to provide adult learners with graduate management education focused on individual development, advancement, and leadership in a career context. In a very real sense, the Division draws from and builds on the oldest and deepest commitments of the College -- to provide education for leadership in Maine businesses and organizations. This conception of the mission has shaped a curriculum which is intensely practitioner oriented, and that orientation manifests itself in the educational experiences provided to students principally in two ways. First, the curriculum emphasizes those elements of management education that speak most directly to practice and to the development of skills and capabilities of students as managers. Theory and research in the curriculum are meant to serve the goal of improved practice. Second, the program relies heavily on a pedagogy that encourages the linking of course content to students' own professional experience and current responsibilities. That same pedagogy, which centers on the case method and related interactive and experiential activities, also sharpens the students' skills in diagnosis, analysis, communications and interpersonal relations. Full-time faculty and adjunct faculty recruited to teach in the program share a commitment to active modes of teaching and learning.

In terms of content, the Master of Science in Business curriculum balances functional and technical courses traditional in graduate business programs with course work more specifically focused on management development. The core curriculum reflects that dual focus and includes required courses in applied research and management communications as well as more traditional offerings in economics, accounting, finance, marketing, and the like. The core also includes a required capstone course the principal objective of which is the integration and application of concepts, tools, and perspectives developed in the program and refined and tested in the student's own experience. The core also provides the career-experienced adult learner with some flexibility and choice in designing a program of study. Electives in the curriculum extend that range of choice and allow the student the opportunity either to concentrate more closely on a particular area of study or expand the breadth of his or her program of study. Generally, sixty percent of a student's course work will be comprised of core courses.

While the program is aimed at the education of management generalists, one industry-specific concentration is available in health care management. To date, the division has chosen not to develop formal, discipline-based concentrations and has recently discontinued a track designed for secondary school business teachers. The decision to discontinue was based on market and resource considerations. In 1991 the Graduate Division and the Accounting Department collaborated in the development of a joint five year, 150 credit hour program leading to the degrees of Bachelor of Science in Accounting and the Master of Science in Business. The program is a response to the changing educational requirements in the accounting profession for those who will seek the CPA designation.

The Master of Science in Business Program serves 220 students most of whom matriculate on the campus in Bangor or at Husson's principal off-campus Center in Portland. In 1990 the Division initiated a single cycle of delivery for the Master's program in Aroostook County at the College's Caribou Center. That cycle will be completed in the spring of 1993, and a decision will be made at that time regarding the feasibility of a second cycle. In the fall of 1991, the Graduate Division took advantage of the opportunity provided by the opening of a new CED center in Lewiston to offer a limited menu of courses to students in southern Maine at an additional location. At the present time, graduate course offerings in Lewiston are considered to be an augmentation of a delivery system for southern Maine which has been based in Portland since 1984. The availability of a new and superior facility in a metropolitan area where many of the College's current graduate students live and/or work suggested that this limited expansion could enhance service and be cost effective. Two graduate courses per semester were offered in Lewiston in 1991-92.

All activities associated with off-campus delivery of the graduate program are controlled through the Graduate Studies Office on the campus, remain under the direct supervision of the Graduate Dean, and are tightly integrated into the established system of governance and administration. Student recruitment and advising, course scheduling, the processes of admission and registration, the assignment and supervision of faculty, and the monitoring of student progress and quality of instruction are the responsibility of the Dean and the Graduate Academic Affairs Committee. CED center directors are responsible for the management of facilities at external sites and provide valuable logistical support to the graduate program, but they do not manage the activities of the Graduate Division at their respective centers.

The Graduate Faculty at Husson College is composed of 12 members of the institution's full-time faculty. These individuals teach in the Master of Science in Business Program, assist students with research and projects, and assume responsibility for committee work in the Graduate Division. Their efforts are complemented by the contributions of 18 adjunct faculty members who bring the same level of academic preparation to the program as a full-time faculty and who bring a critical practice dimension to the program as well. The qualifications of adjunct faculty are reviewed by the Graduate Academic Affairs Committee, and their teaching assignments are made by the Graduate Dean with the approval of the Vice President for Academic Affairs. Regular and adjunct faculty are both subject to student course evaluations at the end of each semester.

Authority over matters of curriculum and academic policy at the graduate level is vested in the Graduate Academic Affairs Committee, one of the standing committees of the Faculty Forum (see Faculty Handbook, App. B. 10). The Committee's membership includes the Dean of Graduate Studies (who serves as Chair) and four faculty members who are elected by and from the full Graduate Faculty. The Graduate Academic Affairs Committee and its predecessor the Graduate Executive Committee (1978-90) have been active in planning and evaluation. In 1986 the Division produced and began implementation of a strategic plan which defined the mission of the Division within the College, reviewed and evaluated the Graduate Program in terms of markets, competition and institutional resources available, and identified opportunities for growth and development. In 1988-89 the Division embarked on a fuller, more substantial planning effort to mark the end of the Graduate Program's first decade. A task force composed of members of the faculty, students, and representatives of other units of the College undertook an examination of the curriculum, objectives, and delivery system of the Master of Science in Business Program. The task force produced a proposal for an expanded health care management concentration (approved and implemented in 1990), offered a model for controlled external delivery of the program, and proposed a number of substantial curriculum reforms which remain under discussion in the Division. Perhaps the strongest and most consistent theme throughout these planning efforts has been the commitment to provide career-experienced adult learners with graduate education opportunities which are uniquely suited to their needs in terms of both content and process.

## APPRAISAL

In its short history, the Graduate Division has been reasonably diligent in seeking to ensure that the content and objectives of the Master of Science in Business Program match the needs of the market segment to which the program is directed. The Graduate Academic Affairs Committee and its predecessor the Graduate Executive Committee have regularly engaged in both short-term and long-term planning and evaluation. Those Committees and the 1988-89 Task Force have been particularly sensitive to the on-going national debate on the future of management education and its implications for the Master's program at Husson. The 1988 AACSB-sponsored Porter and McKibben study, research produced by the Graduate Management Admissions Council, and a number of other studies and

critiques of management education greatly influenced dialog regarding curriculum, pedagogy, and delivery systems in the Graduate Studies Division. From that dialog an agenda for the future emerged. Some of that agenda has been accomplished, but much remains to be done.

What was missing from the planning of the late 1980's was direct input from the students. In the spring of 1992, the Division surveyed students who were about to graduate or who were near completion. That data, too, will now inform planning efforts. The survey asked forty-five respondents for reactions to and feedback on a number of issues including service, course scheduling, admissions, etc. On four key questions relating to the curriculum, the survey found that:

88.6% of the respondents agreed that the core curriculum accomplished its stated objectives,

91% believed that the program offered them sufficient opportunity to link course content with their own work experience,

93.2% considered themselves challenged by the course work and teaching they encountered in the program,

57.8% found the selection of electives broad enough to satisfy their needs or interests.

In matters of governance and administration, the Graduate Division has become more closely integrated with the other academic units of the College. The Division has standing in the Faculty Forum through the Graduate Academic Affairs Committee. Decisions regarding academic policy and curriculum now move from the GAAC to the Forum for review and approval by the full faculty.

The single cycle delivery of the Master's program in Aroostook County has worked smoothly. Fifty percent of the courses involved in that extension have been taught by full-time faculty despite the distance of the external site from campus. Fifteen graduate students will complete the program in Caribou in the 1992-93 academic year.

The issue of available resources has been a central concern in the planning and evaluation efforts of the Graduate Division. Over the past decade, Husson has allocated the resources necessary to mount and maintain a Graduate Management Program; and it continues to expand the full-time faculty base in which the Program is rooted. For example, in the past two years the College has hired three full-time faculty members who are doctorally prepared in finance, economics, and management. Nevertheless, resources are limited and in recognition of those resource constraints the College has been very conservative in its approach to program development at the graduate level. It has not expanded into additional professional or practice-based master's programs, and it has not ventured into disciplinary master's programs with the attendant requirements for greater research support. Instead, it has opted for a single program approach at the graduate level; and that approach has allowed the institution to maximize the benefits it produces from its investment in graduate instruction.

PROJECTION

A number of current issues will require continuing attention in the immediate future. They are as follows: curriculum change including fine tuning of course sequencing and prerequisites (under study in 1992), review of electives to determine areas for the development of new courses, greater utilization of resources for experiential and workplace-based learning. The Division will also need to pay careful attention to the degree and kind of off-campus expansion desirable and the balance between full-time and part-time faculty in the Master of Science in Business Program.

In terms of new developments, the Graduate Studies Division can expect to face the issue of program expansion beyond the current single master's degree (e.g., the development of a Master of Science in Nursing Program) and the resources available for any such expansion.

## Scholarship and Research

DESCRIPTION

Since one of the primary aspects of the Husson College Mission is to promote and provide excellence in instruction, there is a general recognition within the College community that effective teaching necessitates active involvement in the intellectual and scholarly developments in a discipline. Sabbatical leave is one way in which Husson College encourages ranked faculty members to pursue scholarly work to enhance their professional development and competence as teachers and scholars. Promotion in academic rank is also a means by which the College rewards faculty members for scholarship.

According to the Husson College Faculty Handbook, scholarly activity may include, but is not necessarily limited to, the following:

a. sustained inquiry in an area of one's discipline;
b. scholarly productivity demonstrated by publications in refereed journals or, where appropriate, creative work and productions;
c. application or nomination for research grants and projects;
d. presentation of research findings at professional meetings, conferences, and workshops; and
e. sharing of expertise with the College and professional community.

In order to ascertain the scholarly activities of the Husson College Faculty, a survey was conducted in the Spring of 1992. The results of the survey were tabulated and are as follows:

Activities faculty members have been involved in since 1983:

| | |
|---|---|
| Publications | 125 |
| Presentations | 241 |
| Workshops Attended | 426 |

Activities faculty members are currently involved in:

| | |
|---|---|
| Publications | 15 |
| Presentations | 11 |
| Workshops Attended | 9 |

Since Scholarship also refers to activities other than basic research and publication, it is also evident that consultations, technical services, teaching outside the College, and involvement in community activities related to one's discipline are also indicators of scholarliness. In order to ascertain the activities of faculty members in these areas, a telephone survey was conducted in the fall of 1992. Forty-four faculty members were surveyed, resulting in an 86% response rate. The survey indicated that faculty at Husson College are actively involved in community service and consultation. In addition, some faculty members teach outside the College and assist businesses with technical services.

Examples of consultation areas are small business, health care centers including acute care hospitals and mental health agencies, and colleges and universities. Faculty are also actively involved in providing outside technical services. Examples include participation as research assistants, installation of computer systems, analyzing research data, interactive video production and television programming, corporate training, and closed caption television production.

Systemic institutional support for faculty research is limited, and the College budget contains no specific provision for this purpose. This is not to say that the Husson College Faculty do not engage in research activities. In the spring of 1992, all full-time faculty members were sent a questionnaire asking them to describe any research projects they had undertaken during the last five years, were currently involved in, or planned to start in the near future. Ten faculty members reported that they were presently engaged in research or had been involved in some form of research activity within this time frame, two indicated that they planned to be involved in a research project in the near future, and a number of individuals reported that they were engaged in academic course research or were researching new information within their areas of expertise.

APPRAISAL

Although the College community recognizes the importance of faculty scholarship, accords faculty the academic freedom to pursue scholarly activities, and uses scholarship as a faculty evaluation criterion, many faculty are constrained in the pursuit of scholarly activities by the immediate demands of their instructional workload and by limited financial support. At present, faculty pursue scholarship primarily on their own initiative. There appears to be the need for a more systematic institutional policy to promote and support scholarly activities.

Husson College is not a research institution, nor does its Mission Statement lead one to perceive it as such. The fact that a considerable number of faculty members are engaged in research and self-improvement in their disciplines is a testament to the faculty's dedication to scholarly work and to teaching. Although the College encourages the Faculty to pursue research, and other forms of scholarly activity, it is clear to all that the College's primary focus is on excellence in teaching.

PROJECTION

As long as excellence in teaching continue to be a primary mission emphasis at Husson College, faculty scholarship activities need to be actively encouraged and supported as a means of fostering intellectual curiosity, course relevance, creativity, and innovation both within and outside the classroom. To promote scholarship in a more systematic manner, faculty could be asked to incorporate specific scholarship objectives into their Individual Programs of Professional Development. However, in order to meet these objectives, faculty workloads would have to be further reduced, and faculty development funds would need to be increased. Should funds become available to support release time or reduced workloads for those faculty wishing to actively pursue research, the College may wish to reassess the Mission Statement with regard to faculty research. Until that time, however, faculty wishing to pursue research must do so primarily on their own initiative.

## Instruction

DESCRIPTION

Husson College strives to make its instructional techniques and delivery systems compatible with its mission of providing a well rounded, career-oriented educational experience that leads to rewarding life experiences for its graduates. Most Husson students are exposed to a variety of instructional methods that emphasize relevance, practical application and hands-on learning. There are clinicals, internships, experiential and cooperative on-the-job educational opportunities, student teaching experiences and externships. Some instructors have expressed interest in, or have experimented with, alternative approaches to teaching, such as role playing, small group work, discussion formats, seminars and case studies, where the emphasis is on active student participation in the learning process.

The College is steadily moving in the direction of integrating a variety of educational technologies into the overall curriculum. There are two well-equipped microcomputer labs for ready access by both faculty and students in various courses. An IBM System-36 minicomputer has the potential of supporting large scale educational computer applications. The system allows students to communicate with the College via telephone lines from off-campus locations. Two microcomputers are also equipped with telecommunication capabilities; one at the Bangor campus and the other in Portland. Computer screen LED projectors are also being used, permitting the use of one microcomputer unit in a classroom to demonstrate and simulate business applications to a large group of students. The CED program currently is experimenting with video courses designed to reach students in remote areas removed from the various CED extension sites.

The Nursing Program at Husson College provides a good example of the move towards instructional innovation and the manner in which teaching techniques and delivery systems can be made to address the needs of career-oriented students. Students simulate clinical experiences in a Nursing Skills Laboratory and use video taping to help them critique group dynamics, interpersonal and communication skills. Actual hands-on clinical experiences in local hospitals start early in the student's sophomore year. A Nursing Resource Room, equipped with microcomputers and several IBM interactive video stations with laser disc players and touch screen monitors give student independent, self-paced learning opportunities in such areas as pharmacology mathematics, the nursing process, clinical decision making and critical thinking. In addition, the Weekend College component of the Nursing Program gives practicing nurses the opportunity to pursue their BSN degree by taking courses on weekends.

The Husson College Faculty are dedicated to adjusting their methods of instruction to students' capabilities and needs, and are aware of the fact that Husson students represent a wide range of educational and socioeconomic backgrounds. Students often comment positively about the level of attention they receive from their instructors, and cite this as a major reason for continuing their education at Husson College. The relatively small size of the classes encourages student-teacher interaction and fosters an awareness among the faculty about their students' overall strengths and weaknesses, their capabilities and learning needs. This awareness often leads to appropriate modifications in teaching style and methodology and to increased levels of individualized instruction, tutoring, nurturing and encouragement both in and outside the classroom. Many instructors work closely in cooperation with the Academic Development Office, which provides students with peer tutoring services in a variety of subjects.

Scholarly and creative achievements by students is encouraged and is assessed by individual faculty members who generally set their own standards of performance or do so in consultation with colleagues in their division. There are no firm, established institutional standards of scholarly achievement although Division Chairs frequently take the initiative in establishing consistent and appropriately rigorous standards of scholarship. Faculty use a variety of tools, appropriate to their particular discipline or teaching responsibility, to assess the scholarly and creative accomplishments of their students. Assessment instruments range from

standardized tests and faculty constructed objective and essay examinations to oral reports, research reports/projects and practical, hands-on examinations stressing problem-solving skills. Although standards of achievement may vary from one course/instructor to another, students are expected to learn and to expand their capabilities in a helpful, encouraging yet rigorous academic environment.

Generally, every attempt is made to ensure that students are taught by a variety of faculty so that they can experience different teaching methods and different viewpoints. However, this is not always possible, and there are some serious problems in this area. Presently, there is only one-full time psychology instructor and only a few in such areas as law and marketing. For students concentrating in these areas, there often is no other choice but to take several courses from the same instructor, in one recent example as many as four courses from the same instructor in one year.

An additional problem occurs occasionally when a department cannot meet the immediate course load requirements with existing staff. If properly credentialed part-time faculty cannot be secured, full-time faculty having some cross-disciplinary qualifications may be asked to teach in areas outside their realm of expertise.

Instructors at Husson College are, for the most part, genuinely concerned about the quality of their teaching and many use their own initiative to keep current in their disciplines and to incorporate a variety of teaching techniques into their classrooms. Although the College does not discourage faculty members from experimenting with methods to improve instruction, there is relatively little sustained, systematic or planned institutional support in this area. Some degree of institutional encouragement for upgrading instructional effectiveness is implied in the requirement of a Professional Development Plan for probationary ranked faculty members. These plans may include specific objectives focusing on improved instruction.

The College has not yet developed a formal, systematic student learning outcomes assessment plan for assessing the effectiveness of instruction. In the past, there have been discussions about an Assessment Center or an assessment task force, charged with such responsibilities as designing and implementing assessment instruments to measure students' strengths and weaknesses, pre- and post-assessment of students, and assisting faculty with test construction and with methods to individualize instruction. However, no action has been taken to implement this concept.

Indirect evidence pointing to the effectiveness of instruction at Husson College comes from reports indicating high employability of Husson graduates. Also, Husson graduates generally perform well on a variety of professional examinations. For example, during the past three years, 100% of the nursing graduates passed the National Council Licensure Examination (NCLEX). However, this may not be solely correlated with instructional effectiveness, since many students spend a considerable amount of time preparing specifically for these professional examinations.

The effectiveness of instruction at Husson College is evaluated in part by means of student evaluation instruments and evaluations of faculty members by their Division Chairs. In general, students have given high ratings to the quality of instruction at Husson College. The development of meaningful faculty evaluation instruments to assess the quality of instruction at Husson College is an on-going process. Two formal, institution-wide procedures are currently in place. The student evaluation form is distributed to all full and part-time instructors near the end of each semester. Students fill out the forms and write comments. Evaluation packets are returned to the Vice President for Academic Affairs. The results are tabulated and returned to the appropriate Division Chair who, after reviewing them, distributes them to individual faculty members. Faculty members have the option of discussing their evaluations with their Division Chair.

Full-time faculty are also evaluated annually by their Division Chairs. In addition to quality of instruction, this evaluation addresses student advising, scholarship and research, service, personal characteristics and professional development. The evaluation calls for at least one annual classroom observation of each faculty member by the Division Chair. The faculty member and the Division Chair each complete the evaluation form independently, then meet to discuss the results and to incorporate their performance ratings into a final evaluation document. Any discrepancies in the ratings require written comments on the final evaluation form. The completed instrument is then forwarded to the Chief Academic Officer for administrative review.

The results of student evaluations figure in promotion and tenure decisions and are also intended to point out instructional strengths and weaknesses that may require attention. At present, however, there is no established program available to assist those instructors who may wish to improve in those instructional areas in which they feel they are weak. Some faculty members conduct student evaluations using their own instruments, in addition to the required institution-wide evaluations, because they feel that their own instruments provide more valuable, constructive criticisms than the standard evaluation forms.

Many faculty review the results of their student evaluations but there are no data concerning the extent to which faculty members actually attempt to adjust their teaching in accordance with the feedback received on student evaluation forms.

Husson College provides various avenues of support for faculty development opportunities. Although these are not restricted exclusively towards enhancing the quality of instruction, there is a general realization that, for an institution dedicated to excellence in teaching, there must be encouragement of some level of support for faculty to develop and upgrade their teaching skills. The nature of this support, and the manner in which it has been distributed to the faculty, has undergone various changes over the past ten years. In the past, the College provided some financial support for faculty development based on the merit of individual requests. The support included, but was not limited to, attendance at conferences, seminars and workshops closely related to the faculty member's teaching responsibilities, and enrollment in college and university courses for the purpose of acquiring skills and knowledge to improve one's teaching performance. During one year, a $2,000 competitive fund for innovation was established for all full-time and part-time faculty

members to encourage creativity and innovation to enhance the interdisciplinary teaching-learning environment at Husson College. Although these funding programs have since changed, they reflect a concern on the part of the College to find mechanisms for supporting faculty development related to the improvement of instruction.

During the past several years, the funding policy for faculty development has been for the Chief Academic Officer to allot funds to each Division to be distributed at the discretion of the Division Chair in consultation with the faculty. In practice, this has resulted in each faculty member receiving an equal amount of money annually for the general purpose of professional growth. Annual funding levels increased from $340 to $591 per faculty member between 1989 and 1992. A limited number of faculty have availed themselves of these funds, mainly to help offset the cost of attending professional meetings and conferences. In 1992, only about 50% of the total allotted development funds were used by the faculty.

Other potential sources of support for faculty development opportunities related either directly or indirectly to improvements in the quality of instruction are sabbatical, educational and self-improvement leaves. Sabbaticals are granted based on the objectives as they relate to improving the instructional program of the College. They are available to ranked faculty for one semester at full salary or two semesters at one-half salary. Educational and self-improvement leaves may be granted for one or two semesters without pay, for the purpose of pursuing formal education or for updating or improving professional skills.

Within the past few years, opportunities for faculty to go on sabbatical leave have increased. One recent example is a leave granted to a faculty member for the purpose of investigating the cases of mathematics anxiety and ways of dealing with it in the classroom. The institution's mathematics program appears already to have benefited from this instructor's experiences.

Each probationary ranked faculty member is expected to plan an Individual Program of Professional Development in consultation with his/her Division Chair. The plan is intended to include objectives to be achieved before promotion or the granting of multiple year contracts. The objectives may include the development of a plan and methods for improving the quality and effectiveness of instruction.

In a recent survey of the faculty, teaching effectiveness and teaching technology were identified as the main topics of interest for faculty development workshops. A variety of workshops have been held within the past several years aimed at improving the effectiveness of instruction and encouraging innovation in the classroom. Most noteworthy was a series of workshops and symposia conducted during a faculty development week at the end of the spring semester in 1990. Workshops dealt with computer aided instruction, international education, issues in college teaching, use of technology in the Husson College library, seeking alternatives to the classroom lecture and developing alternative models for teaching and learning.

Husson College has in place a definite system of advising procedures established in the best interests of its students. Each advisor has access to an Academic Advising Manual which, together with the College Catalog, spells out the various aspects of the advising process. Departments prepare student advisory

folders for each advisor. The folder contains information on the student's program of study, course grades and any advisory notes made by the student's advisor. It is the responsibility of the Department or Division Chair to make sure that advisors keep proper, up-to-date records on their advisees. An academic advising committee is charged with the responsibility of periodically reviewing the effectiveness of the academic advising system, defining the responsibilities of advisors and advisees and developing a training system for advisors.

In 1992, 556 students were given academic advising evaluation forms asking them to rate various aspects of the advising process at Husson College. The response rate was 35%. About 69% of the students thought that the academic advising system met their needs more than adequately to exceptionally well; 87% were satisfied or very satisfied with their advisor's assistance; 73% believed they had a great deal of input into the advising process; 89% thought their advisor was very knowledgeable about their particular program of study and 96% responded that they had received answers to their questions about their program of study. These results indicate considerable student satisfaction with the advising process.

Presently, there are some Arts and Sciences faculty who are assisting with advising in other areas, such as Business Administration, to relieve the pressure on the limited number of advisors in those areas. Problems sometimes occur when advisory folders are not adequately maintained and then have to be transferred to a different advisor, or when communication breaks down between department heads, advisors and the registrar's office, particularly with respect to the records of transfer students. The new Academic Administration Information System may lessen some of these difficulties by providing more complete, current and readily-available information on advisees.

## APPRAISAL

One of the main strengths of Husson College's instructional program is its faculty, dedicated to providing meaningful and relevant learning experiences geared to the capabilities and needs of its students. The student population has become increasingly varied over the past ten years. There is now a heterogeneous mixture consisting of traditional students, students returning to college after being in the workplace, employed individuals seeking to improve upward mobility possibilities and adults seeking career changes. These individuals have separate needs and learning styles, and it is becoming increasingly more challenging to serve their diverse needs on an informed and consistent basis. There is a clear need for faculty training leading to skills in dealing with such a varied student population. Furthermore, if methods of instruction are to be geared to students' capabilities and learning requirements, and if these capabilities and needs are highly varied, then there is an increased need to assess incoming students so that instruction can be individualized as much as possible. The placement tests currently being used by the College do not accomplish this task adequately enough. Faculty must meet and discuss interdisciplinary teaching strategies and how to effectively build on each other, so that students begin to recognize the interdisciplinary aspects of the subject matters they are learning, rather than viewing them in isolation.

Husson College also should become involved in the use of Prior Learning Assessment (PLA). The ever-increasing numbers of non-traditional students coming to Husson from the workplace indicate a need to develop means of dealing with college-level learning acquired by these individuals at work. The use of PLA permits the design of individualized degree programs that meet the needs of particular students.

A coherent plan must be developed to determine where additional faculty are needed most and how to recruit them, so that the problem of students taking numerous courses from the same instructor can be at least partially corrected.

The College, in line with its mission to foster excellence in teaching, is making at least some effort to support those faculty striving to enhance the quality of their teaching, but these efforts fall short of what is needed. The minimal faculty development funds allotted annually seriously limit faculty participation in national professional meetings and conferences that may be designed to assist participants in improving the quality of instruction in their particular disciplines. This is probably a major reason for the low level of utilization of these funds by faculty members. Although workshops aimed at upgrading the quality of instruction have been helpful to some degree, their overall impact on the teaching-learning process will most likely be temporary and limited in the absence of a sustained, institution-wide program for furthering professional competencies and improving the teaching function.

Presently, the College has a competent faculty dedicated to quality instruction and self-improvement, but individual efforts are often curtailed by limited financial resources, high faculty workloads and limited staff support with the more routine aspects of instruction. In light of the College's restricted faculty development budget, increased use of in-house potential for faculty development in the area of instructional quality should be fostered. What is required is a centralized plan of sustained in-house faculty development in the teaching-learning area, requiring dedicated and sustained leadership from the ranks of the faculty and appropriate administrators. Reduction in faculty workloads and increased levels of staff support must be seriously considered in order to provide faculty members with the necessary time required to develop innovative, effective, and creative instructional techniques and strategies. In addition, the manner in which faculty development funds are allotted annually may have to be changed. Since excellence in teaching is a primary mission aim of the College, the greater portion of any available faculty development funds should probably be designated strictly for the purpose of enhancing the teaching-learning environment. Also, since the annual level of financial support per faculty member for professional growth appears to be too limited to stimulate many faculty members to pursue meaningful professional growth opportunities, the procedure for distributing available faculty development funds may need to be changed. The granting of such funds could be based on the overall merit of specific requests, with the level of support being based on the degree to which the proposed use of the funds will further the quality of instruction and the teaching-learning environment at Husson College. Alternatively, a process could be initiated whereby funds would be allotted equally to each faculty member for several years, with the third year being reserved for providing interested faculty the opportunity to make larger financial requests on a competitive basis, perhaps for the purpose of attending a major national conference.

The lack of adequate and systematic institutional support to enhance the quality of instruction and to actively encourage experimentation with new instructional methods must be considered a problem. There is a need for leadership in this area. Division Chairs might provide some of that needed leadership, but they are generally overburdened by other responsibilities. Monthly seminars in alternative approaches to teaching, organized by concerned faculty members in conjunction with occasional outside educational consultants, could accomplish some positive results in this area.

Another potential problem area as far as instructional quality is concerned is the use of cross-trained and part-time instructors. In most cases, the cross-discipline expertise of full-time faculty and the hiring of adjunct faculty, especially in the CED program, have been appropriately and successfully employed. But close and constant vigilance must be maintained and the highest possible standards of selection used to prevent the use of under qualified or minimally qualified personnel. Preliminary evidence pointing to some substantial differences in final grades received by day and evening students in the same course taught by different instructors needs to be scrutinized and examined more closely.

Although the faculty takes student course evaluations seriously, there continues to be some concern over the form these evaluations should take and the use that should be made of evaluation results. Many faculty members are dissatisfied with the computerized student evaluation instrument and with the slowness with which tabulated results are returned for review. A number of faculty members believe that the student evaluation instrument currently in use is more confrontational than constructive and is given excessive weight in promotion and tenure decisions. Some feel that the original intent to use these evaluations to assist faculty in improving the quality of instruction is not being fully realized. The consensus is that, although student evaluation of the quality of instruction they receive is a vital component of professional development and the improvement of teaching, further efforts are needed to develop evaluation instruments that provide valuable, constructive feedback for the teaching process.

The annual evaluation of faculty by Division Chairs was implemented for the first time during the 1991-92 academic year. Therefore, no information is currently available regarding the potential value or effectiveness of these evaluations in improving instruction.

Some faculty feel that annual peer evaluations, in addition to student and Division Chair evaluations, would be beneficial in upgrading the quality of instruction, when conducted in a positive, collaborative manner. The Development and Evaluation Committee is beginning to investigate possible peer evaluation strategies and mechanisms.

Although there is general student satisfaction with the academic advising process, some advisors and administrative personnel in the registrar's office believe there is a need for more training, perhaps through advising workshops and/or a summer orientation program for students and their advisors. There may also be a need for additional training of those faculty members who are assisting with academic advising outside their Division.

PROJECTION

During the next five years, the College must increase its efforts to provide faculty with more opportunities to improve the quality of instruction and to experiment with alternative instructional techniques at all levels and in all programs. This requires that the instructional administration, with the cooperation and input of the faculty, develop a systematic and sustained plan for improving the teaching-learning environment at Husson College. This plan should encompass the idea of an institutional program of interdisciplinary faculty development, designed to nurture and sustain professional competencies. In addition, the Assessment Center idea should be reconsidered as a potentially powerful means of systematically assessing the effectiveness of instruction and of providing informed approaches to individualized instruction.

Increased levels of funding for faculty development and innovative course development must be actively sought. The College must provide support and encouragement in the upgrading of faculty teaching skills needed to meet the challenge in the classroom presented by high technology and the infusion of microcomputers.

The College should also continue to give precedence to quality and diversity of instruction through its continuing policy of seeking out and retaining the most dedicated and qualified teaching faculty possible.

Serious consideration must be given to adjusting the workloads of those faculty members who demonstrate both the motivation and the creativity to improve the quality of their teaching by experimenting with alternative, innovative teaching techniques that further the mission of the College.

## Admissions and Retention

DESCRIPTION

Husson College believes that all individuals who have the desire to further their education and have the potential to succeed should have the opportunity to develop college-level competence. The College operates on an open, rolling admissions policy. Students are admitted without regard to age, color, race, religion, sex, national origin, level of family income, or physical ability. Husson has a diverse student body consisting of a majority of students from Maine and New England with a mix of minority and international students.

The Admissions Committee reviews the applications, transcripts, and recommendation letters of prospective students. For those students in the lower half of their high school class, a reduced class load, a change of academic program, or referral to the Academic Development Department for support services may be made a condition of their admission to increase their likelihood for academic success. Academic Development provides diagnostic testing to identify academic deficiencies. This placement testing determines mathematics and English course placements for new students.

Husson seeks to have as high a student retention rate as is consistent with a policy of generally open admissions. In addition to the developmental English and mathematics offerings, the College has a peer tutoring program to help students who are experiencing difficulties in specific courses. English and mathematics specialists provide additional study skills assistance in these areas. A counselor is also available to help students resolve problems relating to academic, career, or personal issues. A Writing Center helps students improve rough drafts of their work.

Additional academic advising services are available for students who are on academic warning or probation. Mid-term grades are reviewed, and students who are not making satisfactory progress are scheduled to meet with learning specialists to design strategies for success.

Husson College accepts transfer credit from other institutions at both the undergraduate and graduate levels. At the undergraduate level all transfer evaluations are done by appropriate academic department personnel following specific guidelines designed to ensure both the quality of the transfer but also the applicability to the student's proposed program of study. Also, at the undergraduate level, Husson has established agreements of articulation with a number of institutions from which large numbers of transfers are typical. In all cases of undergraduate transfer, a minimum of thirty semester hours of coursework must be completed at Husson College. At the graduate level, transfer is limited to six semester hours. The evaluation is performed by the Director of the Graduate Program in consultation with the appropriate Graduate Faculty.

Husson College does not have a formal policy for the granting of non-college or experiential learning. Credit in this area is awarded only rarely, and always on a case-by-case basis in consultation with the appropriate department level faculty.

APPRAISAL

Husson has experienced an increase in enrollment during the last ten years. Although the majority of students are from Maine, the recruiting area has been expanded to include all of New England.

Husson has increased its mailing capacity through increased college fair attendance and classroom career presentations. The purchase of SAT labels based on lead lists created by these recruiting activities is used to reach prospective students.

Open Houses are conducted on campus twice each year--once in the fall semester and once in the spring semester. Prospective students are encouraged to visit the campus, to sit in on classes, and to talk to both students and faculty. Admissions counselors and Presidential Guides give tours to prospective students.

Husson continues to interact with guidance counselors by hosting area meetings once a year and by hosting the Downeast Consortium for guidance counselors during the summer. Newsletters are sent to all guidance counselors three times each year.

PROJECTION

In keeping with the College's Mission Statement and its stress on the importance of a global awareness, the future intent will be to attract a more diverse student body from many parts of the world. Intercultural exchange would be of great value to Husson's traditional Maine students by allowing them to become familiar with ethnic and cultural diversity and giving them more exposure to the possibility of international work experience. With continual efforts to increase admissions and improve retention, the College projects modest but continuing growth.

# STANDARD FIVE

# FACULTY

## DESCRIPTION

Husson College dedicates itself to teaching excellence as its primary responsibility. The Husson faculty is composed of a diverse group of academics, professionals, and practitioners who combine actual experience with theory in their instruction. The Faculty Handbook (Section 2.1) defines four distinct groups of faculty--Ranked Full-time Faculty, Ranked Pro Rata Part-time Faculty, Part-time Per-Course Faculty (including Adjunct Faculty), and Special Appointment Faculty. For the current academic year there are 44 ranked full-time faculty and 25 part-time per-course faculty. In addition, the Continuing Education Division employs 96 part-time instructors.

The distinction between full-time and part-time faculty can be made on the basis of their teaching loads, the rolls they play in College governance, and the benefits they receive from the College. Full-time faculty generally teach 12 credit hours per semester, are advisors to students majoring in their subject areas, and are expected to accept committee assignments throughout the academic year. Full-time faculty members are voting members of the Husson College Faculty Forum, and they receive benefits as described in the Husson College Employee Handbook. Part-time faculty (also referred to as adjunct faculty) may teach up to six credit hours per semester, and they are nonvoting members of the Faculty Forum. They are expected to hold office hours commensurate with their teaching loads, but have no other responsibilities within the College except as specified in their contracts of employment. They are not included in the College retirement program, nor are they eligible for inclusion in the College health care program.

The qualifications of the faculty are appropriate to their areas of instruction. Currently, 19 faculty members or 43% hold doctoral degrees and 24 faculty members or 55% hold master's degrees. In hiring adjunct faculty, the College adheres to the same standard for credentials as established for full-time faculty. A requirement has also been established that all CED Center Directors must hold at least a master's degree and teach one course per academic term.

In addition, numerous faculty members hold professional licenses in appropriate areas. One individual who has neither a master's nor a doctor's degree holds a professional license and has twenty years of experience appropriate to the area being taught. Excellence is accomplished through small class sizes and low faculty-student ratios, personal interaction of faculty with students, extensive mentoring and advising, and guidance in career placement. The full-time faculty-student ratios for the past three years have been 24 to 1, 22 to 1, and 22 to 1.

The Faculty Handbook defines the responsibilities of faculty and the criteria for their recruitment, appointment, evaluation, and promotion. It was distributed to all faculty and administrators on adoption (July 1990) and is given to new faculty on their appointment.

The Faculty Handbook applies to all faculty members, whether they are part-time or full-time. It defines faculty responsibilities in terms of teaching, academic advising, scholarship and creative work, service to the college, service to the profession, personal qualities, service to the student body, service to the community, and professional development.

Grievance procedures and policies for a review committee are also outlined in the Handbook. These policies as printed provide for the fair redress of grievances and are equitable and compatible with the College's Mission Statement.

The normal teaching load for full-time faculty is 12 credit hours with three preparations. Many faculty voluntarily teach more than 12 credit hours in order to reduce the need for part-time faculty. Many faculty also have more than three preparations because of the small college structure and small departments. The Nursing Division, the Division of Arts and Sciences, and the Professional Studies Division all have faculty members who have contact hours in excess of credit hours.

Ranked full-time and pro rata faculty members are eligible to apply for a sabbatical leave after completing the equivalent of 7 academic years of full-time service. Sabbatical leave for ranked faculty members is for a maximum of two semesters at one-half the salary that would have been paid or for one semester at the full salary that would have been paid.

Few sabbaticals and release time were granted in the past. However, in recent years, the administration has been more supportive of sabbaticals and release time. During the academic year of 1991-1992, two sabbaticals were granted and during 1992-1993, one sabbatical has been granted. In the 1990-1991 academic year, release time was granted to one faculty member to develop a program for professional development of faculty. In the academic year of 1991-1992, another faculty member was granted release time to chair the self-study activities.

The faculty is active in academic planning, curriculum development, and program review. Faculty governance is exercised through the Faculty Forum. The faculty is also active in student activities including fraternities and sororities, and student professional groups such as the Accounting Society, the Organization of Student Court Reporters (OSCR), a paralegal organization, the Organization of Student Nurses (OSN), and the Data Processing Management Association (DPMA).

Although the College has an Academic Development Program to counsel students academically and socially, the faculty plays a large role in advising students. This is evidenced by an average of 8 hours per week of office hours by the majority of the faculty. Many faculty members spend additional hours to encourage attendance and to accompany students to local professional meetings and seminars such as those presented by the Maine Society of CPA's, The Institute of Management Accountants, the DPMA, the Maine Court Reporters's Association, and "Nursing Organizations."

The College has carried out department/division reviews to prevent course proliferation and to ensure that programs stay current and viable. For example, during 1991-1992, the Division of Professional Studies underwent a complete review and revision of its programs. Currently, the Nursing Division is beginning a comprehensive program review.

Faculty development is considered to be an integral part of the responsibilities of faculty in order to keep current in areas of expertise. Sabbaticals and release time are available to faculty to further enhance their skills.

The monetary support for professional development has been increased annually to encourage faculty participation. During the past two years, the annual funds available for non-nursing faculty have been $16,000, and $18,920. Nursing faculty development funds at the rate of $750 per individual are allocated by Eastern Maine Medical Center. Of the total amount, some monies are set aside for school-wide faculty development and the remainder is allocated to individual faculty. The annual amount allocated to individual faculty is divided by the total number of full-time faculty and allocated to divisions based on the number of faculty in each division. This amounted to $450, and $591 per faculty member per year for the past two years. Individual unused funds are available to other faculty members after a cutoff period.

In addition, the College schedules professional development activities for all full-time faculty at the beginning and end of the academic year. The process is currently under discussion to determine whether individual as opposed to group professional development would be more beneficial to faculty.

Although no specific development funds are allocated for academic support staff, the College's policy is to provide opportunities and monies for such development.

Husson's faculty recruitment policy states that a national search is normally conducted for candidates for faculty positions. This policy further states that after all recruitment and interviewing processes have been completed, the best available candidate should be recommended for appointment.

The division chair of the division seeking to fill the faculty position serves as chair of the search committee. This division chair, together with the Chief Academic Officer, will select the search committee members from the division described above. The Chief Academic Officer will also appoint a search committee member from a different division. The process concludes with the chair of the search committee forwarding to the Chief Academic officer the committee's three recommendations. The Chief Academic Officer will then bring these recommendations to the President for his appointment.

Following an appointment to a full-time faculty position and the acceptance of this appointment by a candidate, the prospective faculty member is to be given a written one-year renewable probationary contract. The probationary period is not to exceed a period of seven full-time academic years. This new faculty member may receive credit for any previous service in all regionally accredited colleges and universities.

The one-year contract forwarded to a prospective faculty member specifies the dates of the contract, the annual salary, and the fringe benefits. The contract also outlines the faculty member's obligations in accordance with the terms and conditions set forth in the Faculty Handbook.

The academic support staff at Husson College consists of the Library and Academic Development staff. These staff members are not faculty but yet have academic responsibilities which include academic instruction. The College provides these support staff with annual "letters of intent" which specify the position, the period of the appointment, and the salary. In effect, these letters are contractual agreements between the academic support personnel and Husson College. All other conditions of employment which are not specified in the above agreement are governed by the general employment policies of the College.

The Library and Academic Development staff are evaluated each year by the respective heads of the Library and Academic Development. In turn, the Librarian is evaluated by the Vice President of Academic Affairs. The Director of Academic Development is evaluated by the Dean of Student Affairs.

A 1990 compensation study of Husson College concluded that the salaries of the Library staff are comparable with both the salaries of other Husson College personnel as well as with library staff at other colleges. Since the staff of Academic Development were not included in this study, no conclusions can be made concerning the salary levels of these employees.

In 1988-1989, a faculty salary survey was conducted by Robert L. Heiny of the University of Northern Colorado. This survey compared Husson with a national "peer group" and an "aspiration group" of colleges identified as similar to Husson. The general conclusions were that Husson was not significantly out of line with the peer group colleges, but needed to supplement salaries for full professors and to increase fringe benefits overall. These conclusions resulted in a mid-year upward adjustment in compensation of from 4% to 12% for all Husson faculty in January of 1991. Part-time and adjunct faculty salaries have not been competitive in recent years, which has made it difficult to find qualified applicants, especially for adjunct day faculty. In 1989-1990, adjunct day faculty compensation was raised by 25%, and this fall (1992), an additional 16% was added, for a total of $1,500 for faculty with a master's degree and $1,700 for a doctoral degree.

Long-term contractual security policies and procedures at Husson have been somewhat ambiguous in the past. Tenure quotas of 50% for the whole College and for each academic unit were imposed by the trustees, but faculty members were not required to apply for tenure at the end of their normal probationary period. This resulted in some faculty members remaining at Husson for many years on a succession of one-year contracts.

With the publication of the new Faculty Handbook in 1990, policies related to tenure/multiple year contracts have been changed and are being enforced. These policies are stated in Sections 2.2 and 2.7 of the Faculty Handbook. In essence, the College has abolished tenure and replaced it with a renewable multiple-year contract system, although there were provisions for current faculty who lacked tenure but who had completed the seven-year probationary period to apply for tenure on a one-time basis with no quota stipulation during the 1991-1992 academic year. According to the Faculty Handbook, "at present, the philosophy of tenure is embraced through the multiple year contract."

The Faculty handbook also addresses the evaluation of faculty performance which is critical to the College's ability to meet its stated mission and goals. The Development and Evaluation Committee developed an instrument for faculty evaluation. Criteria used in the development of this instrument are found in the Faculty Handbook and include teaching and advising, teaching effectiveness, academic advising, scholarship and creative work, service to the College, service to the profession, personal qualities, service to the student body, service to the community and professional development. This evaluation instrument is used annually during a meeting of the faculty member with the division chair. Students evaluate faculty at the conclusion of each course.

Faculty are also evaluated by the Promotion and Tenure Committee when they apply for promotion or tenure/multiple-year contracts. In all promotion and tenure/multiple-year contract requests, faculty submit comprehensive dossiers descriptive of their faculty activities based on faculty responsibility criteria outlined in the Faculty Handbook. Evaluations by division chairpersons, peers, and students are included. Faculty also evaluate division chairpersons using an instrument approved by the division chairpersons. Annual evaluation of division chairpersons by faculty was instituted in the 1991-1992 Academic Year.

Academic freedom at Husson College has been formally declared in the Faculty Handbook in Section 2.9.2, p.4. In fact, the aforementioned section carefully follows the 1940 Statement of Principles on Academic Freedom and Tenure agreed to by the American Association of University Professors (AAUP) and the Association of American Colleges. This statement on freedom of inquiry and expression has been defined and delineated for all Husson faculty and approved by the trustees of Husson College on July 1, 1990.

Husson College has established guidelines regarding professional conduct in the Faculty Handbook. Sections 2.11.4 of the Handbook defines limits on professional activities outside the College. The handbook also creates the atmosphere in which faculty responsibilities are defined. In the absence of a more concrete statement, section 2.8.5 defines what is not acceptable behavior by defining causes for dismissal. Much of the responsibility for maintaining professional conduct is governed by the relationship of the division chair and the individual faculty member as well as the Chief Academic Officer. Annual review of a faculty member's performance as well as their plan for professional development allows for discussion of the faculty member's plan for activities beyond the classroom.

APPRAISAL

The institution's mission of excellence in teaching is being fulfilled with the help of part-time faculty. However, the dependence on part-time faculty is excessive, particularly in the Divisions of Arts and Science and Professional Studies. Husson is gradually increasing the number of full-time faculty to alleviate this situation. This is evidenced by 36 full-time faculty members in 1990, 41 full-time faculty members in 1991-1992, and 44 full-time faculty members in 1992-1993.

However, at the same time overall enrollment has increased faster than projected. As a result, anticipated improvement in the faculty-student ratio has not been realized. In the 1993/94 budgeting process, increases in faculty numbers are again incorporated in the hopes of achieving an overall faculty/student ratio of 1:20. The College also continues to increase its standards for hiring new faculty.

Faculty teaching performance, as measured by student evaluations, is consistently above the mid-point of the scale of 1-5 in the evaluation instrument. A partial listing of the categories includes knowledge of subject matter, concern for students' progress, quality of presentation, enthusiasm, motivation, and the ability to impart knowledge effectively. For example, when asked to rate the instructor on a high of 1 to a low of 5, students rated the full-time faculty with a mean of 1.86 and a median of 1.57; and if the instructor inspired confidence in his or her knowledge of the subject, the mean was 1.56 and the median was 1.29. (See evaluations in workroom).

The Faculty's participation in academic governance through service on numerous committees keeps faculty current on all College planning. However, due to the limited number of full-time faculty, it is difficult for faculty to meet the demands for additional responsibilities by having to serve on too many committees and having large numbers of advisees. Currently, the Faculty Forum is reevaluating the committee structure of the Faculty Forum to reduce the number of committees necessary to perform its functions and relieve the heavy burden of committee work on faculty members.

When recruiting full-time faculty members, the College has been forming search committees according to the procedure described in the Faculty Handbook. These committees, in turn, have been sending the names of three unranked candidates to the President.

There have been instances, however, when the above procedure has not been fully followed. Some searches have been interrupted before completion. In some cases, three names have not been submitted. There have also been instances of administrators being transferred to faculty positions without a search. However, all of these issues are currently being addressed by the administration.

Decisions on approval of adjunct faculty are made by the chairs of academic divisions and the Vice President for Academic Affairs. In hiring adjunct faculty, the College adheres to the same standard for credentials as established for full-time faculty.

The College's position that "the philosophy of tenure is embraced through the multiple-year contract" has been criticized by the American Association of University Professors, and indeed, problems associated with the College's past and present tenure policies have been responsible for the College appearing and remaining on the Censure List of the AAUP since 1986 (see ACADEME, May-June 1987). There is difference of opinion among faculty and administration as to the relative importance of this sanction, but there are still questions to be resolved concerning the implications of the multiple- year contract at Husson.

There has also been criticism of the Heiny report by a number of faculty regarding the criteria for identifying the peer group and aspiration group colleges. Husson annual salary increases since 1983 have ranged from 8% to 0%, averaging 4.3%, with 3.25% for the current year. The College is attempting to comply with the recommendations of the Heiny report. For example, in January of 1991, the College made an additional compensation adjustment for faculty of from 2% to 10% in salary, and 2% in fringe benefits for non-nursing faculty. Nursing faculty, compensated by Eastern Maine Medical Center, received the same salary increase as non-nursing faculty, but no increase in fringe benefits since the EMMC fringe benefit program is already more substantive than the Husson College program.

Compensation for part-time faculty is still considered insufficient, although the adjunct day faculty pay increases should help the situation. The Vice President of Academic Affairs has expressed his support for continuing to raise part-time faculty compensation.

In response to concerns expressed by the New England Association of Schools and Colleges in 1985 and because of the improved financial position of the College, in 1988 the teaching load was reduced from 15 to 12 credit hours per semester. The College has reduced the load of most faculty to the level specified in the handbook with a few exceptions, particularly in academic areas which have high contact hour requirements such as laboratories, clinical experience, and technical office skills. The effect has been negated in some cases, however, by some faculty teaching overloads for extra pay. There is no policy in the handbook that specifies permissible overloads for full-time faculty, so different academic leaders have initiated different policies.

Although the Focus Visit Self-Study Report of 1989 suggests that use of part-time faculty in the day, graduate, and Bangor evening divisions at Husson is average for similar colleges, it is the perception of many faculty that the College remains too dependent on part-time faculty to staff courses offered in the day division. This tendency is especially pronounced in the Professional Studies Division and the Arts and Sciences Division.

Since the adoption of the Faculty Handbook in 1990, the faculty implemented a process for annual evaluation of faculty performance. With the exception of the nursing program, faculty performance up to this time was based totally on the results of student evaluations. Overall, faculty found the evaluation process to be fair and equitable because it is based on objective criteria described in the evaluation form. A faculty concern relative to student evaluations is that too much weight has been given to them in terms of promotion and tenure/multiple year contract decisions.

Academic freedom has been defined in the 1940 Statement of Principles on Academic Freedom and Tenure. In fact, the two terms, academic freedom and tenure, have been inextricably linked in higher education since the early years of this century. The term "tenure" has been assumed to be the safeguard of academic freedom in institutions of higher learning. In 1989-1990, the faculty of Husson College accepted a handbook that replaced the economic security of tenure with multiple year contracts. This has not changed the commitment to academic freedom at Husson.

The relationship of faculty members and their institutions regarding ethical and responsible behavior is a complex and difficult area for precise definition. However, implementation of the annual review process between faculty and division chairs seems to be adequate for maintaining academic integrity. While the Faculty Handbook addresses a number of ethical concerns, it does not address all possible conflict of interest situations.

## PROJECTION

The College administration must continue to increase the number of full-time faculty to meet the mission of the College. The level of monetary support and release time for professional development must continue to be increased. Appropriate professional development for generalists in the Arts and Sciences area must also be addressed. Since there are no majors in this division, all courses are essentially service courses for other divisions, and with few exceptions, are entry level courses in a wide variety of disciplines. The faculty in this division must be generalists rather than specialists, and as such must maintain competence in a wide variety of fields. This circumstance should be recognized when defining the parameters of "professional development." The results of a study to have Arts and Sciences faculty assist in the advising process should be implemented to alleviate the burden on degree granting departments.

The College administration does not anticipate any changes will be made in its recruitment policies. The President has committed himself to adhering to the current policies regarding faculty searches and the transfer of administrative personnel.

Questions raised by the AAUP censure should be resolved by the College. Consistent implementation of an agreed upon long-term contractual security policy at Husson should be a high priority.

In October, 1992, some of the Trustees of the College and a number of faculty learned during a discussion on curriculum that the agreement to replace tenure with multiple-year contracts may have been the result of a misunderstanding. As a result, the Faculty Forum has established a committee to investigate the possibility of reinstituting tenure at Husson. The faculty of Husson still have the clear assurance that academic freedom is an integral part of the institution as stated in its Faculty Handbook of 1990.

The College should make a continued effort to comply with the recommendations of the Heiny report in terms of proportionately increased salaries for full Professors and in increased percentage of fringe benefits for all ranks. Further steps should be taken to resolve the question of peer group comparisons. A continued effort should be made to increase part-time faculty compensation in order to remain locally competitive. A unique relationship in which nursing faculty are paid by The Eastern Maine Medical Center exists between Husson College and EMMC, so continuing attention should be paid to developing consistent cooperative procedures for monitoring salary and benefit relationships between nursing faculty and other Husson faculty.

The College should continue to limit teaching loads to 12 credit hours or 20 contact hours per semester. The relationship between credit hour and contact hour teaching should be examined. The Handbook should be modified to specify a policy for determining permissible overloads for full-time faculty.

The College's 1991-1994 Planning Document (Husson Planning--1991) proposes addition of selected new faculty positions, and the trustees have begun to implement the plan by recently approving the addition of several new full-time faculty positions for 1992-1993.

The role of adjunct faculty in the Continuing Education Division continues to be examined in terms of mechanisms for providing course quality comparable with the day division. Consideration should be given to occasional use of full-time day faculty in evening courses.

The Faculty Evaluation Procedure and Instrument should be included when the Handbook is revised. Consideration should be given to the percentage of weight carried by student evaluations in the overall appraisal of faculty performance.

Since the institution has general guidelines regarding faculty activities, it is not necessary to develop a precise code of ethics for Husson faculty. It is important to be ever vigilant on the need to carefully evaluate ethical and responsible behavior as it pertains to conditions of employment by Husson College faculty.

Husson College should consider implementing a Conflict of Interest Policy to help ensure that all employees exercise particular care that no real or perceived detriment to the College results from conflict of interest situations.

# STANDARD SIX

## STUDENT SERVICES

The Division of Student Affairs consists of several departments at Husson College. The Dean of Student Affairs supervises the departments of residential life, academic development, student activities, student health, dining services, and career development. Student Affairs is responsible for orientation, counseling, student employment, student government, clubs and organizations, Greek organizations, the judicial system, cooperative education, and retention services.

The goal of the Student Affairs staff is to support the mission of the College by promoting and providing learning opportunities to meet the needs of undergraduate students and to extend their education beyond the classroom. The Division strives to facilitate a diverse and culturally rich environment helping students understand and appreciate ethnic, gender, and other differences. The policies and procedures hold students responsible for their behavior, learning, and personal development which support and advance the institutional values and ethics. Faculty/staff and student interaction is encouraged and promotes student involvement in programs and activities. The professional staff have developed formal and informal networks throughout the College community to enhance the students' educational and personal development.

Husson College believes strongly in the concept of student participation in institutional governance. The Student Government President is a voting member of the Husson College Board of Trustees. The Student Government has been active in bringing issues and ideas to the College administration for its consideration. With an operating budget of $50,000, the Student Government supports various student clubs and activities. The Student Government has encouraged both faculty and staff interaction with student programs and activities. This has helped to facilitate more and better community involvement and communication.

New Student Orientation is held immediately prior to the beginning of classes each fall. Faculty, staff, and upper-class students greet new students and their families and inform them about the programs and services available at Husson College. New students learn where to go for help. They will also find out what Husson offers beyond a residence hall and classroom instruction. Getting off to a good start can mean the difference between success and failure. Orientation is a continuing process.

The importance of the campus environment and college life as they enrich the collegiate experience of the student has received special attention over the past few years. Financial resources have been allocated not only for programs and services, but also for human resources and facilities. One example of this is the hiring of a part time substance abuse counselor, in the fall of 1992, with plans to make that position full time in the fall of 1993. In turn, the quality of the students' collegiate experience at Husson College has been improved.

# Residential Life

## DESCRIPTION

The Residential Life Office supervises the operation of two residence halls, Hart and Carlisle. Each hall is comprised of nine levels; they provide a total housing capacity of 566 students. Bell Dorm, also located on campus, is under lease to the Penobscot Job Corps until January 1994.

In the spring of 1992, the halls housed 489 students, including Husson students, 32 New England School of Broadcasting students, and an average of 35 International Center for Language Studies students.

The Residential Life Office is staffed by a Director of Residential Life, a Residence Services Coordinator, a Resident Director, and 16 student resident assistants. The halls are maintained by a custodial crew of six people who work under the supervision of the Director of Residential Life.

The Director of Residential Life has full responsibility for the residence halls. His duties include the supervision of the Residential Life Staff, hall renovations, enforcement of rules, regulations, and programming.

The Resident Services Coordinator and Resident Assistants work with the Director to create a healthy atmosphere for all resident students. The Resident Services Coordinator oversees the first-year floor mentoring program. Each Resident Assistant is responsible for one educational program and one social program per semester for his/her floor.

Resident Assistants arrive prior to the start of classes in the fall. At this time, they are trained by the Director of Residential Life and the Residence Coordinator in the areas of fire prevention, suicide, rape, eating disorders, substance abuse,and housing regulations. They also discuss ideas for programming on each floor. The resident assistants meet as a group with their supervisor every week during the academic year.

## APPRAISAL

The residence halls have seen major physical improvements over the past four years, a detailed listing of which may be found in the workroom. In addition to the physical improvements, a significant advance was made in January of 1988 with the establishment of the Residential Life Office. This office is now fully staffed and funded to meet the needs of the resident students. Also, the department has increased the number of RA's to 16, one on every floor.

The College has instituted very restrictive regulations regarding student consumption of alcoholic beverages. These regulations, along with the programming of non-alcoholic activities, have led to an improved quality of life in the residence halls. This has contributed directly to the creation of a positive living and learning environment for the resident students.

## Student Health

### DESCRIPTION

The Student Health Service is an outpatient service located in Carlisle Hall. The purpose of the service is to provide quality care to students without costly duplication of community resources. It is staffed by a full-time registered nurse, who is the director. A physician is on campus three times a week and can be reached by the Director at other times. When the Health Service is closed, students may use one of the local hospital emergency departments. Students meet with the Director first, and, if necessary or if they request it, they can meet with the doctor. The Director is also a resource person for health and wellness counseling.

### APPRAISAL

The approach to health care has become more holistic. Education and wellness are important aspects of the student health service. Some education is provided on an individual basis at the time of the visit and usually includes follow-up care, prevention, and referral sources if appropriate.

Other educational programming has been increased in the last ten years as projected in the last self-study. A vital aspect of the educational effort involves the residence halls. In the fall, programs are presented for the first-year students by the Director of the Health Service and a community resource person. Other programs are presented throughout the year by request of a resident assistant. Student attendance at these programs has been close to 100% which indicates a high level of interest in this type of programming. Campus-wide programs are presented on timely topics, e.g., rape and AIDS.

All full-time undergraduate students are required to have health insurance either through private insurance or the Student Health Insurance program. The Director of the Health Service is the liaison between the students and the insurance company. In September 1987, a state law went into effect requiring immunizations against measles, rubella, mumps, tetanus and diphtheria for college students born after 1956. The Director reviews and maintains those records.

## PROJECTION

The Student Health Services area is reviewed periodically by the Director, and by the Dean for Student Affairs, to adapt them more closely to the needs of the students. A future goal is to have a wellness center which would encompass the Student Health Service and a counselor-educator to provide more emphasis on prevention and education in the area of chemical dependency.

# Student Activities

## DESCRIPTION

The mission and goal of the student activities office are to implement programs that aid overall student development while trying to complement and enhance academic programs, and to provide programming opportunities for students including social, cultural, intellectual, recreational, leadership, and community service.

The activities sponsored or supported by this office range from cultural activities to parties. The Coordinator acts as a resource for all campus clubs and organizations, providing aid and encouragement. The Coordinator also serves as senior class advisor and is a member of the commencement committee.

## APPRAISAL

The thrust for student activities on the Husson campus has changed gradually over the past five years to include more leadership training, health and wellness training, lectures and seminars about the political and financial world, programs for specific minorities on campus, and educational programs aimed at improving the quality of life for all students. As an example, a new "lunch break" series, sponsored by the Cultural Committee, has been very successful. A combination of music, comedy, and educational sessions, this series has been able to attract the nontraditional as well as the traditional student. Also, this program has brought students and faculty together to enjoy the arts.

Over the past five years, the Coordinator has worked to meet the changing needs of a diverse population. She has helped to form Women Across Campus, to discuss female and feminist issues, and the African-American Student Organization, to help meet the needs of students of color. The coordinator also works closely with the student government as a resource to facilitate its programming. She acts as advisor to the social committee which plans most of the activities sponsored by the student government.

PROJECTION

The two highest priorities for Student Activities are to establish a Student Activities Board to give students more direct input into the planning and implementing of activities, and to sponsor a leadership retreat for club and student government officers at the beginning of each school year.

## Financial Aid

DESCRIPTION

The Office of Financial Aid has responsibility (with the exception of loan collections) for the administration of nearly six million dollars of aid funds from federal, state, and institutional sources. This office is also responsible for the administration of veteran assistance programs.

The office is staffed by a full-time aid administrator, a full-time administrative assistant, a full-time loan clerk and four workstudy aides who contribute an aggregate of 32 hours per week. This staff services the aid needs of approximately 700 day division undergraduate and 200 CED and Graduate students. Approximately 90% of full-time students receive financial aid. Although there has been some institutional discussion of creating academic or leadership scholarships, almost all of this aid is currently need-based.

APPRAISAL

During the past ten years the Financial Aid Office has experienced growth both in staff and in the need for computer support due to the increasing complexity of grant administration. At the same time, funding from external sources has remained essentially flat. While many of the problems identified in the 1982 Self-Study have been addressed, the financial aid operation remains vulnerable to economic changes and vagaries in federal policy.

In order to keep pace with student financial needs, aggravated by the slow growth in federal and state aid funds, the College has had to increase institutional aid from $159,710 in FY82 to $1,174,514 in FY91. Although the College has had some success in raising scholarship endowment, most of this growth has been in the form of institutional grants. Tuition discounting has kept student borrowing within reasonable bounds. In FY91 28.5% ($1,620,334) of all aid funds were student loans. The average student loan debt for 1991 graduates was approximately $10,284. The College is currently experiencing current default rates of 4.5% for Stafford Loans and 6.6% for Perkins Loans. Since this situation is in part attributable to statutory loan limits, it is likely to degrade as loan limits increase.

Relatively lower financial need and a lack of growth in either Supplemental Grant or Work-Study funds continue to limit the aid CED students can receive from Pell Grants and/or Stafford Loans. Since tuition for CED students is already substantially below that charged to day division students, the College is reluctant to offer these students financial aid in the form of additional discounting.

The College's improved reputation and reasonable pricing structure have resulted in more applications from middle and upper-middle income families. Even though these applicants receive offers of need-based assistance, few matriculate at Husson because the out-of-pocket costs at public institutions remain lower.

PROJECTION

The College expects to continue its efforts to attract need-based, grant-funded assistance. While it is recognized that it will take many years to develop meaningful resources, grant assistance is the only way that the College can protect itself from varying federal objectives.

The College needs to strive to change its market niche so that a lesser percentage of its full-time population is dependent upon financial aid.

Related to the above, the College hopes, where possible, to exert its influence in the political arena to the end of diminishing the price advantage enjoyed by public institutions.

## Athletic Department

DESCRIPTION

The Athletic Department offers intercollegiate, intramural, and recreational programs designed to contribute to the overall education of the students. The college is a member of the NAIA (National Association for Intercollegiate Athletics), the MAIAW ( Maine Association of Intercollegiate Activities for Women), and the WMAC (Western Maine Athletic Conference). Scholarship money is available to soccer, basketball, softball and baseball. Husson has parity in its athletic scholarships for men and women, and it offers a fifth-year scholarship to encourage a high graduation rate. The College also fields teams in golf and women's volleyball, but no scholarship money is available for these teams. All coaching positions are part-time, although some coaching personnel are also employed by the College in other capacities.

The athletic complex is staffed by a facility director, two facility managers, an administrative assistant, custodial staff, and approximately 40 work-study students.

APPRAISAL

Husson College has enjoyed excellent athletic success. Currently, there are approximately one hundred fifty students involved in varsity athletics and several hundred involved in intramural sports. The existing athletic programs seem to reflect the current needs and interests of the student body. A recent survey conducted to examine if new sports should be offered generated minimal enthusiasm. The College's emphasis on academic success, as well as the emphasis on NAIA academic standards, has led to the development of mandatory study halls for varsity athletes.

Like other small colleges, Husson is subject to budgetary constraints. Coaches must wear many hats including those of fund-raiser, recruiter, scheduler, study hall monitor, and Sports Information Director.

PROJECTION

The implementation of coaching performance evaluations, and improvements in the outdoor facilities and the weight room are of utmost importance.

## Academic Development

DESCRIPTION

The Academic Development Department, which reports to Student Affairs, is composed of two programs. Of the department's resources, 75% come from a Title IV federal grant and 25% from Husson College. The Student Support Services Program (SSSP), one of the Title IV grant programs, provides assistance for low-income, first-generation, and disabled students who are citizens of the United States. Two-thirds of the students served must be classified (according to federal government definitions) as both low-income and first-generation. The portion of the department that is funded by Husson College--the Learning Center--provides assistance to any student who requests its services. Personnel in the department must insure that only 25% of their time and resources are used to serve students who are not eligible for the Student Support Services Program. All personnel in the department, with the exception of the Director, work in both programs. The Director works solely for the SSSP. A list of the services provided by SSSP and by the Learning Center may be found in the workroom.

## APPRAISAL

The Academic Development Department has worked diligently during the past several years both to improve lines of communication with the Faculty and to improve services to students. During this period the Department lobbied successfully to have developmental courses made available to any student in need, not just to those qualified for SSSP service under the federal guidelines. The new courses will be housed in the Arts and Sciences Division. Indicative of the overall success of the Department's programs, the Husson College Faculty Forum recently voted to grant full membership in the Forum to the Program Director and the Learning Specialists.

One of the problem areas for the Department is that some students are accepted conditionally and are told they must participate in the Academic Development Program during their first semester. Yet the students suffer no negative consequence if they fail to come to the office to find out about the services and sign up for them. During the summer of 1992 the Director of Admissions and the Director of Academic Development met to devise a plan to follow-up with those students. At this time it is not possible to determine if this plan will be successful.

Another potential problem is that some faculty believe that the department should report directly to the Vice President for Academic Affairs. Presently the department reports to the Dean for Student Affairs. TRIO programs throughout the nation report to both student and academic affairs, so it is not more appropriate for the program to report to academics than to student affairs. It is a problem, however, if the faculty are concerned about where the program is housed. Faculty must refer students to the Academic Development program and recommend the activities and personnel to students who are at risk. If a group of faculty feels the credibility of the Academic Development program is compromised because of its affiliation with student services, then the institution needs to reconsider the decision to have the Academic Development Department report to the Dean for Student Affairs.

In terms of funding, more resources need to be devoted to the Learning Center. Since the College has a liberal admissions policy it must also accept the obligation to serve students who are not initially prepared to do college-level work, especially in math and English. In a similar vein, Husson College needs to support the spirit of the Title IV Grant and respect the eligibility criteria that the bulk of the services provided by the Academic Development Department go to low-income, first generation, and disabled students.

## PROJECTION

The Academic Development Department has a number of goals for the immediate future, the most immediate of which is to secure continued funding for the Department's programs. As the Academic Development Program matures, the Department would also like to offer supplemental instruction by professional tutors. In general, the Department plans to make the SSSP program more available to eligible students, to provide supplemental academic assistance for all students, and to build links between the safety net programs offered in Academic Development and the academic advising system.

In the academic arena, the Department plans to encourage the College to adopt a Freshman Experience course, first proposed in the spring of 1991, in order to ease the transition to college life for many nontraditional and first generation students. Also, the Department plans to encourage the academic administration and the Faculty to consider a more rigorous academic dismissal policy for those students who are not succeeding academically and are also not responding to the developmental services provided.

## Judicial System

### DESCRIPTION

The Husson College Community Code, which is published in the Student Handbook, provides the framework for acceptable student behavior on the Husson College campus. The Community Code is enforced by the Community Code Administrator and Undergraduate Advisory Board. The Community Code Administrator, who is appointed by the Dean for Student Affairs, is the College staff officer with the authority to hear all alleged violations of the Community Code. This individual gathers facts and information to be used in a hearing before the Advisory Board.

The Undergraduate Advisory Board is composed of twelve members: ten students and two faculty or staff members, who are chosen by the Community Code Administrator. A staff member is appointed by the Community Code Administrator to act as a defendant advocate. The advisory board may be asked by the Community Code Administrator to hear alleged violations of the Community Code. The Board determines innocence or guilt and any necessary sanction. Decisions of the Advisory Board may be appealed to the Appellate Board. The Appellate Board may stand by the original finding, acquit, change penalties, or direct the original board to conduct a new hearing.

### APPRAISAL

The Advisory Board is an important part of the College's judicial process. It is fair and consistent. Most importantly, the board members treat the hearing as a learning process for the defendant.

### PROJECTION

The Advisory Board has been effective, and it is anticipated that it will be continued with few modifications. However, in order to keep improving the board, more training for board members will be offered in the future. In addition, more victim assistance will be provided.

# Career Development

## DESCRIPTION

The Office for Career Development has three major areas of service: career placement and planning, student employment through work study and job bank, and cooperative education. The goal of this office is to aid students and alumni in developing and maintaining the skills necessary to help them obtain optimal placement during their professional career. The office also conducts surveys of graduates and employers of graduates following graduation and, again, five years following graduation.

## APPRAISAL

One hundred and twenty three out of 230 AS or BS candidates registered with the Career Development Office in 1991-92. Thirty-three different employers held interviews on campus, and Husson students attended two job consortiums where they were exposed to an additional 23 potential employers. Although academic programs remain viable with regard to job placement, during these tough economic times, Business Administration majors are finding they need to be more flexible about the specific job title they are seeking and the area of the country where they wish to locate.

There are currently 13 students enrolled in a co-op program. Because there are only two full-time employees in the Career Development Office, the Director does not have the time to visit area businesses to expand this program. Approximately 300 students hold either job bank or work study positions on campus. Merit raise evaluations for work study positions have recently been instituted.

## PROJECTION

Career Development will continue to provide career services, student employment services and cooperative education. Additional emphasis will be given to early contact with under class students concerning the career development process. The campus plan calls for additional personnel in this office which will expand services to students and enhance the College's relationship with employers. Plans are underway for acquiring a computer and software to enable students to conduct their own computer-assisted career exploration.

# Registrar

## DESCRIPTION

The Registrar's Office serves Husson College students, administration, faculty, and alumni, by providing student academic information, statistical reports and other data pertaining to student academic records. The Office maintains files and transcripts on approximately two thousand active students, as well as transcripts on Husson College alumni. The Registrar's Office maintains a hard copy of each student's academic transcript in cement-lined file cabinets for security against fire and theft. Student file folders are kept in regular locked file cabinets. Alumni file folders are put on microfilm before being destroyed. Staff in the Registrar's Office consists of the Registrar, Recorder, CED Records Coordinator, and Academic Systems Coordinator.

## APPRAISAL

The Registrar has prepared two procedure manuals for the processing of forms that affect the student's academic record: one for Day School and another for the Continuing Education Division. The manuals include step-by-step procedures for processing each form. All faculty are encouraged to obtain a copy for student advising purposes.

A "Schedule of Things to Come From the Registrar's Office" is prepared each summer for the faculty and academic offices. This is a 12-month, week-by-week guideline of dates and deadlines that affect the academic areas. A monthly newsletter is also prepared to aid the faculty in meeting deadlines.

Transcripts are not released without the student's written authorization except for institutional use, including faculty use, if the "need to know" fulfills a legitimate educational interest. Exceptions to this policy include government officials, educational research organizations, accrediting organizations, compliance with judicial orders, and emergencies dealing with health or safety.

The Registrar's Office works closely with division chairs, department heads, and faculty in the scheduling of courses, academic policies and procedures, and other issues that affect the academic area.

## PROJECTION

As the College prepares for the changes that are coming with the newly purchased AIMS administrative computer system,, it is reviewing the staffing in the Registrar's Office to see if it is adequate. Because of increased data entry duties, additional staff may be needed. Also, the addition of a shredder is vital to helping us maintain strict confidentiality.

## Dining Services

### DESCRIPTION

Husson College Dining Services is committed to providing high-quality, appetizing, wholesome, nutritious meals served in a sanitary and service-oriented environment. The Dickerman Dining Commons currently serves 500 students on five- and seven-day unlimited meal plans. There are 19 full-time equivalent staff employees and 14 student employees. The department, which is an internal operation of the College, employs a scatter system of service that offers an entree line featuring 2-3 choices at each meal, as well as a make-to-order deli-bar, salad bar, and grill station dedicated to cook-to-order seven days a week. Scatter services offer a greater range of alternatives than traditional cafeteria service.

The Wigwam snack bar, located in Peabody Hall, is a cash operation that serves the needs of resident and commuter students, as well as faculty/staff, Monday through Friday, with three full-time employees and eight student employees.

The Faculty/Staff Dining Room, adjacent to the Wigwam, is a cash operation that serves lunch Monday through Friday and is staffed with a part-time employee.

Meals for senior citizens at three local congregate meal sites are provided on weekdays. Currently, approximately 275 meals per week are prepared and served in conjunction with the Eastern Area Agency on Aging. Dining Services also assists with Bangor High School Project Transition which helps developmentally delayed students adapt to the workplace.

### APPRAISAL

Recent capital improvements include replacement of rather austere furniture with more comfortable and attractive tables and chairs, along with a display of flags from all the nations represented by the student body. These improvements have substantially improved the atmosphere of the dining room. Other improvements include a new roof and the purchase of food production equipment that allows us to produce higher quality food more efficiently.

### PROJECTION

A quality assurance team, made up of food service employees, has been assembled and is delving into each production and service area, seeking ways to improve the entire operation. Every employee is involved in a focus group, developing quality standards for the continuing success of the department in meeting the needs of Husson students now and in the future.

## STANDARD SEVEN

## LIBRARY AND LEARNING RESOURCES

### DESCRIPTION

The Library occupies approximately 8,400 square feet of one wing of Peabody Hall. Technical services and public services are on opposite sides of a public hallway. Acquisitions, cataloging and processing of new material takes place in technical services. Here too is where mail is sorted and back issues of journals are stored. The public area is ell-shaped. The smaller wing houses the reference collection, card catalog, index tables, vertical files and current issues of most journals. In the larger wing are the stacks, photocopier, microform machines, CD-ROM workstation and reading lounge. The circulation/reserve desk and the librarian's office are located where the two wings meet. Most of the floor space is taken up with reading tables and study carrels--the library seats one hundred patrons. The physical layout is intended to promote an environment conducive to study and learning.

The library is staffed by two professionals--librarian and cataloger--and up to eighteen work-study students (library assistants) during the academic year. The librarians work weekdays; the assistants work weekdays, evenings and weekends. Between semesters and during the summer no more than two assistants are retained. The cataloger manages all aspects of technical services except acquisitions and serials, and handles audio-visual equipment bookings. The librarian manages public services, acquisitions and serials. Both librarians assist patrons, teach bibliographic instruction, perform computer searches and train assistants. The librarians are active in state organizations: the cataloger with the on-line users group (MaineOn) and the librarian with the health sciences libraries group (HSLIC).

The mission of the library is to meet the informational needs of the College community. The library's primary role is to provide materials which support students' and faculty's curricular activities, while its secondary role is to support faculty's research needs. The focus of the collection is on materials that complement the degree programs and reflect the interests of the College community. The collection is approaching 40,000 items and in addition to books has company annual reports, pamphlets, and Maine legislative documents. The library subscribes to three hundred eighty-seven periodicals. The library purchases audio cassette tapes for court reporting students and receives one copy of each video cassette tape produced by the Continuing Education Division for use by all students. The number of new titles added to the collection since 1988 is as follows:

New Titles Added to Collection
(July-June)

| 1988-1989 | 1989-1990 | 1990-1991 | 1991-1992 |
|---|---|---|---|
| 1,051 | 878 | 1,213 | 1,400 |

A substantial portion of the acquisitions budget is for items published on a continuing basis. Besides periodicals, these include publications from professional groups such as the American Nurses Association and the Financial Accounting Standards Board, and updating services such as Value Line Investment Survey. The amount spent for new materials since 1988 is as follows:

Book and Periodical Expenditures
(July-June)

| 1988-1989 | 1989-1990 | 1990-1991 | 1991-1992 | 1992-1993 |
|---|---|---|---|---|
| $51,500 | $53,50 | $61,700 | $58,000 | $70,000 |

Since the 1989-1990 fiscal year, library expenditures have averaged 1.48% of educational and general expenditures. The percentage has ranged from 1.59 in 1989-1990 to 1.40 in 1991-1992.

The librarians have established procedures for learning about new publications. They regularly receive lists of new titles from three national book vendors. Recommendations by recognized authorities (the Brandon Hill bibliographies and Choice) are considered. Faculty members are encouraged to submit titles to be purchased, and the librarians consult with them regarding acquisitions within their subject areas. The librarians are informed of course changes and the development of new degree programs in order to allow them time to prepare for curricular changes.

The collection is further enhanced by use of on-line and CD-ROM databases. The library subscribes to DIALOG, WESTLAW and OCLC's EPIC. These give library users access to bibliographic citations or full text documents on almost any topic. On-line searches are conducted by either librarian and are free to the patron. The CD-ROM workstation for patron use has a modem so patrons may search two on-line databases: WESTLAW, a full text legal database, and the University of Maine's on-line catalog, URSUS. URSUS also allows patrons access to two other databases, CARL's Uncover and Expanded Academic Index. The library has been using CD-ROM databases for three years. MaineCat (a database describing the holdings of Maine libraries, including Husson's), CINAHL (a nursing index), and Wilson Business Abstracts are available. Using CD-ROMs and on-line databases to locate journal articles is becoming increasingly popular with patrons, and increased demand for these services is envisioned.

The library has membership in local and national networks and the librarians cooperate with local librarians in order to share resources and augment the collection. The Husson College and Eastern Maine Medical Center librarians serve together on the Nursing Department's Learning Resources Committee. They discuss library services and policies for the nursing program and agree on the nursing journals each library will purchase. Currently the librarians are investigating the use of federal or private grants to integrate the collections electronically and provide

access to each other's holdings. Husson's collection is available for loans to other libraries nationally through OCLC (an international bibliographic database in Ohio) and DocLine (an interlibrary loan system sponsored by the National Library of Medicine), and locally through MaineCat. The number of interlibrary loan transactions is as follows:

Interlibrary Loan Transactions
(July-June)

| | 1988-1989 | 1989-1990 | 1990-1991 | 1991-1992 |
|---|---|---|---|---|
| Items Loaned | 595 | 823 | 858 | 1025 |
| Items Borrowed | 308 | 560 | 453 | 504 |

The number of items borrowed by students has increased steadily; the number of items borrowed by faculty varies.

Students are given library orientation and learn how to search for information as part of their composition (Eh111) and literature and research (Eh112) courses. Usually one class period is devoted to library instruction but this may vary with the professor. The goal of the talk is to introduce the librarians, briefly explain services and policies and teach students basic search strategies. A similar talk is given to students as part of the Academic Development program. If asked by faculty, librarians give subject- specific bibliographic instruction to students in upper level courses. In addition, written guides to library use are available to all patrons.

All programs require students to use the library, although the level of usage varies. Many professors keep items on reserve for their courses. Typically, introductory courses require a brief paper using at least three bibliographic citations. For speech classes, students seek supporting evidence for their points of view. In the upper-level courses, students' needs become more sophisticated as the focus of their inquiries becomes more specific. They may ask for company information for marketing case studies, tax law materials, or examples of nursing research. In the graduate as well as undergraduate programs, students are encouraged to become familiar with the journals most in use by their profession.

Students' use of the library has increased in recent years, based on anecdotal evidence. During the day, up to one half the seats are in use at one time. A larger student population partly explains this. More people in the residence halls means more noise, so students use the library as a quiet place to study, especially during evening hours. To strengthen writing skills, more professors assign papers and, as the library collection grows, they are confident that students will be able to find material without having to leave campus.

Library use by CED students is minimal and reflects the current low level of support for the Centers; for example, journals are ordered only for the Portland Center. Support for the Centers depends on faculty requests and usually consists of semester loans of books or delivery of photocopied articles. Students at the Centers are invited to call for assistance. When requested, books are signed out and mailed books directly to them. Bangor CED and graduate students are likewise encouraged to call during the day to speak with librarians about locating material.

APPRAISAL

The Library's location in Peabody Hall makes it readily accessible to patrons and reinforces Peabody's role as the center of academic activity. Within the library there are no structural columns to impede rearrangement of furniture, which may occur in response to new technology or patron requests. The small size means no materials or staff are very far away; this is why some nursing and business students from the University of Maine use this library. From the circulation desk the entire library is visible except the stacks, which offers some degree of security. Generally, the library seems well organized.

Steps could be taken to enhance the library's appearance. The furniture in the reading lounge is at least twenty years old. The walls have recently been painted, but the carpet is starting to look threadbare. The heaters are noisy, the windows let in cold air and the light fixtures need replacing. The photocopier is inappropriate for the library since it is too noisy and does not photocopy journals well. The library does not look as though its role is vital to the education of Husson students.

The physical environment is barely adequate to support current levels of activity, much less meet future needs. Since the library is essentially one open room, it is difficult to create areas which serve the diverse needs of patrons. Some students, for example, want to be able to study in groups; others prefer quiet areas. The pursuit of information increasingly relies on computer-based technology, so the library is becoming noisier as more patrons use more machines. The library is full; more stacks cannot be added without reducing the number of seats.

As with other College departments, the library is facing a severe space shortage. In the future, the librarians plan to add a network of computers for searching this and other libraries' on-line catalogs and for searching remote and CD-ROM databases. The need to add more books to the collection and the need for additional staff are two other factors that will encroach upon library space. Meanwhile, the College is considering adding or changing degree programs with the expectation of increased enrollment. Because of space limitations, it is becoming more difficult for the library to fulfill its mission.

Since the library is small, serious expansion of the book collection is virtually impossible without a major renovation (and financial commitment). Loans from other libraries are an accepted way of augmenting the collection, but are not substitutes for more books. And, even though students have access to local public and academic libraries (although the University of Maine's Fogler Library now charges $25.00 to

non-university people for a patron card), they may not have materials students need; more importantly, the College should not be eager to send students to competitors.

Despite the collection's size, most students who ask the librarians for assistance are able to find what they want, especially for material related to the degree programs. The collection development policy has been a useful tool for book selection. The librarians should consider collecting materials in non-print formats, such as video cassette tapes, in order to better serve patrons who learn by audio and visual cues. Ordering books electronically has speeded the acquisitions process, while the cataloger ensures that the books reach the stacks in a timely manner. Finally, both librarians recognize the importance of weeding to keep the collection up to date and work with faculty to accomplish this task.

The library's acquisitions budget needs to continue to increase each year in order to keep pace with inflation rates and to provide for new degree programs. Average college book prices rose six percent between 1990 and 1991. Journal prices increased almost ten percent in that time period. If the College is serious about adding degree programs it has to be committed to a substantial outlay for books and periodicals as well as for CD-ROM and remote databases.

The library does not have a security system to protect its collection. The librarians conduct an inventory every other summer. According to this, the library lost 238 titles from the circulating collection between May, 1989 and May, 1991. Lost books are less than one percent of the collection. Losing books is annoying and costly; however, losing journals is of equal concern since they are heavily used and some individual issues are as expensive as monographs. The cost of a security system will be included in next year's budget, and any future plans to renovate or relocate the library should take into account security issues.

In the fall 1992 semester, more classes of English composition students heard the librarians' bibliographic instruction talk than in previous years. There is no formal evaluation of the talk, but the librarians encourage input as well as feedback from the faculty. The presentation seems most effective in easing students' anxiety about using the library and in getting them started in the research process; students are able to master the mechanics of using the card catalog and indexes and understand the concept of controlled vocabulary. Instruction for the CD-ROM databases occurs one-on-one as patrons need it. Providing group instruction in database searching is the next step, but cannot occur until a network of computer workstations is installed. Bibliographic instruction which incorporates information technology should be offered to faculty to enhance their professional development.

The librarians believe additional bibliographic instruction should be integrated into the curriculum. In all the degree programs, it is important that students be encouraged to continue their education beyond graduation; lifelong learning is no longer a luxury but an accepted part of career development. Also, learning how information is disseminated in a particular profession and how to keep abreast of new developments are essential elements of a student's education. Computer technology makes access to a vast array of information relatively easy, and Husson graduates are expected to be familiar with these innovations. Some students are at a disadvantage because they are not experienced users of the information technology which meets their academic, personal and professional needs.

Computer technology can also be a means of extending library service to the off-campus Centers, enabling the Library to fulfill its responsibilities to these students. Providing outreach service to the Centers is a major challenge facing the librarians and staff at each Center. As will be seen in the projection section, there are solutions to making the collection accessible to all of Husson's students, such as installing dial-in capabilities to an on-line public catalog. The library is a natural ally to people in the field of nontraditional education and the librarians should seek creative answers to serving them.

The professional library staff has a full workload. There are no positions other than professional and work-study jobs; many nonprofessional chores, such as booking audio-visual equipment, fall to the two librarians. They schedule times at the reference desk, but too often are not visible to patrons. No one knows how many students leave the library thinking there is nothing on a topic, when either librarian could have found material. Lack of clerical support means the librarians spend too much time on details and not enough time on broad goals. Adding degree programs increases the workload. For example, the paralegal program teaches legal research methods; this is a new subject specialty for both librarians to learn as well as an opportunity to broaden their professional expertise.

All the library staff work well together to ensure that the library runs smoothly. The librarians maintain good rapport with faculty. The library assistants do an admirable job, often helping patrons in subjects outside their major. There is never a shortage of students eager to work in the library.

At this time no formal, regular evaluation of library services occurs. The librarians recognize the need to develop an instrument that will allow patrons to express their concerns with library services. Surveying students and faculty who do not regularly use the library is important, so too is the participation of students and faculty at the CED Centers. Assessing how well students use the search skills taught in bibliographic instruction calls for a different instrument. The librarians should search the literature to discover how other colleges assess these skills.

The library committee, defunct for several years, should be activated once more. This committee should have representatives from all segments of the College and its role should be advisory to the librarian. Potential items for the committee's agenda include service to the CED Centers, automating library functions, planning for better use of library space and conducting an evaluation of library services. Another issue this committee might consider is the need to establish a learning resource center which would incorporate computer-assisted instruction as well as audio-visual learning tools.

## PROJECTION

The librarians recommend the hiring of two additional full-time staff. One position is that of reference librarian to work evenings and weekends (such as Sundays through Thursday, noon to eight) during the academic year. This person would be available to assist Bangor CED, Weekend College, and graduate students and would take part in bibliographic instruction for the day students. The second position is that of paraprofessional (library associate). This person's responsibilities would include managing the library assistants, overseeing the

circulation desk and handling audio-visual equipment bookings. The librarians would then have more opportunities to work with patrons and to plan and implement new services. Additional staff is essential if the librarians' plans to automate library functions and extend library services to the CED Centers are implemented.

Given the cost of books, it is unlikely the collection will ever grow in size enough to be considered large. Yet the College should plan to double the size of the book collection within ten years, capping the collection at approximately 70,000 volumes. Once that figure is reached the annual growth rate should be around five percent, so that thirty-five hundred volumes are added annually. This will maintain the collection's currency and ensure coverage for all degree programs. In addition, the librarians will plan to enhance the collection by purchasing materials in audio and/or visual formats. The video cassette tape collection produced by CED will continue to grow and this service will become more popular with students. These plans will need revision if new degree programs are added which do not complement existing programs.

The use of space in the library and the need for additional footage have to be assessed in light of any plans to add degree programs or increase enrollment, and in light of library plans to incorporate computer technology into library operations.

The librarians are planning now for the automation of library functions. (Currently only the circulation system is automated.) They are considering on-line public access catalogs to be networked with CD-ROM databases, all of which will be accessible by patrons outside the library, such as students at the CED Centers. It is possible the College's DEC 5000 minicomputer can be used for library functions. The librarians are working with the Eastern Maine Medical Center librarians on the possibility of receiving a grant to link those two libraries.

A survey which measures patrons' satisfaction with library services should be conducted once each academic year. The librarians could work with the library committee to carry out the survey and tabulate the results. The librarians could also work with the English faculty or the director of Academic Development to devise a means to assess the bibliographic instruction presentation and getting feedback on its value.

Finally, the librarians expect to maintain a close working relationship with faculty. The value of library services depends on an informed faculty knowledgeable about the library's contribution to strengthening all degree programs.

## Academic Computer Systems

### DESCRIPTION

As an institution of business, health, and professional studies, technology plays an important role in the educational experiences of our students. Faculty are encouraged to integrate computing into their courses, thus the computer is a component in many courses now offered. This integration is not so much to teach computer basics, but to demonstrate how the computer can be used as a tool in one's profession.

The Management Information Systems Department is responsible for the installation and maintenance of the academic systems in place, and gives user support for training and implementation of new software packages.

There are three computer labs available to the academic community, twenty-four hours per day, seven days per week. One lab consists of an IBM System/36 mini-mainframe computer with 16 terminals and three printers. This lab is used primarily by the students in the Management Information Systems program, where they learn equipment operation and programming. The second lab is a network of 15 IBM PS/2s, eleven PC-compatibles, and six printers (including two lasers). This lab is the most utilized due to the many courses that are taught in microcomputing, accounting, word processing, spreadsheeting, database management, in addition to those courses that have a computer component. The lab is used by some faculty to teach in a "hands-on" environment.

The third lab is managed by the Division of Professional Studies. It is a network of twenty-one computers and five printers. Students in this division use the lab for such courses as word processing, and database management. All three labs are on the main floor of Peabody Hall, and all equipment is maintained by service contracts with outside companies.

The Technology Committee, composed of faculty and administrators, oversees the use of all computing facilities on campus. One role of the committee is to control the proliferation of different pieces of software with similar functions. Committee members also discuss compatibility issues and review vendor proposals for new hardware and software.

## APPRAISAL

Generally speaking, the computing capabilities and support provided to students and faculty is adequate. As more students and staff use the facilities, there are periods when all available equipment is in use.

The networked facilities are fairly new and up to date. Software offerings are continually being updated to provide students with the hardware and software of the business world. The laser printer and the 24-pin dot matrix printers provide good quality output for those applications that require it, while the 9-pin dot matrix printers provide fast printing for users who do not need letter quality output.

The IBM System/36 lab is not obsolete, but it is not the most current mid-range system available. Enhancements to the operating system and software are no longer available from the manufacturer.

As the demand for computer processing grows, the availability of all networked lab facilities decreases. There are no facilities which support multimedia work, color printing, and enhanced graphics. At present, neither microcomputer labs have modems for linking with each other or with outside databases.

PROJECTION

During the 1992/93 academic year, a proposal will be written to replace the IBM System/36 with an IBM AS/400. Linking the microcomputer network to the IBM AS/400 will also be considered. Additional computers with telecommunication capabilities for the Professional Studies lab will be requested. Computer equipment for use in a few classrooms is also needed.

A proposal is being prepared by a faculty member for one multimedia machine to be installed in a classroom for presentations and demonstrations. Although not generally available for student use, it will allow faculty and students to become familiar with the multimedia concept and importance.

## Nursing Education Learning Resource Center

DESCRIPTION

The Nursing Education Learning Resource Center (LRC) provides audio-visual and computer resources and services to support approximately 280 students and thirteen faculty. Nursing students are required to use the LRC for some courses and may choose to use it for individual educational assistance. All audio-visual and computer software to support the curriculum is chosen by the faculty. Equipment, maintenance and support services for the LRC are financed by Eastern Maine Medical Center (EMMC) through contractual agreement with Husson College. The budget is defined and approved by EMMC administration through the Dean of Nursing and Health Professions.

The functional Learning Resource Center is currently a 560 square foot space in Peabody Hall. This represents a 41% space reduction when 392 square feet in two adjoining rooms became administrative offices in 1991.

Computer assisted instruction is now used in many courses and is available to all students for review. The addition of two interactive video stations represents exciting innovative technology for nursing education. This technology promotes critical thinking, clinical decision making, practice of assessment skills and knowledge of theoretical principles--all in a self-paced instructional package.

The LRC director and eight work-study nursing students provide assistance ten hours per day on weekdays and four hours on alternating Saturdays. Their primary functions are to facilitate and monitor student use, maintain inventory and provide support to faculty. Along with other responsibilities, the Director develops goals, obtains grant funding, provides lab assistance to students and faculty, and makes recommendations for equipment preview or purchase.

The Learning Resource Committee, a subcommittee of the Nursing Faculty Organization Committee, maintains a liaison role between resource services providers at EMMC's Parrot Health Science Library, Husson College library and nursing faculty. Policies regarding LRC utilization are developed by the Director and approved by the LRC and the Faculty Organization Committee.

APPRAISAL

Functional LRC space has decreased and student enrollment has increased. Additional space is needed to accommodate students, to separate computer, audio-visual and study functions, and to provide barriers between quiet areas and group work.

The current audio-visual and computer software inventory supports the curriculum adequately. Procedures for systematically updating tapes and software can be improved. The scope of the inventory may be broadened by evaluation of areas lacking in audio-visual coverage.

More nursing representation is being added to the Learning Resource Committee. The goal of this committee is to strengthen the role of the LRC as determined by student learning needs and to facilitate resources integration into the curriculum. This committee may also serve as a mechanism for formal annual evaluation of LRC services.

PROJECTION

To serve a growing population, new concepts of education and learning are being examined. Space, energy, and resources will be maximized to create opportunities for individual self-paced learning as a viable and vital component of the curriculum.

Future directions of integration of technological resources include: increased use of computer programs at all levels of the degree program; and independent student video recording of their nursing skills for self-critique, improvement and faculty evaluation. Strategies which integrate these new technologies further into the curriculum will ultimately benefit students an faculty.

# STANDARD EIGHT

# PHYSICAL RESOURCES

## DESCRIPTION

The main campus of Husson College is located within the city limits of Bangor, Maine. Downtown Bangor, several shopping centers, two hospitals, and the Bangor International Airport are within minutes of the 200-acre campus. On the Bangor campus six key buildings, totaling approximately 350,000 square feet, provide the Husson College community with living, academic, and social services:

Peabody Hall contains classrooms and laboratories, faculty and administrative offices, the library, an auditorium, mailroom, bookstore, and other student support services;

The Dickerman Dining Commons serves breakfast, lunch and dinner to the resident student body and is used for Business Breakfasts open to the public and other catered events;

The Newman Gymnasium facility is a multi-use complex built on two levels. The upper level contains administrative offices, two basketball courts, a snack bar, training room, exercise room, locker rooms, the Sports Hall of Fame room and a pool balcony. The lower level contains a racquetball court, recently renovated steam room, weight room, laundry room, locker room, mat room, exercise studio, equipment storage areas, swimming pool and boiler room. Adjacent to the facility is a baseball/soccer field. Nearby are tennis courts, a softball field, six horseshoe pits and nature trails. These areas serve the exercise and relaxation needs of the entire Husson College community;

Carlisle Dormitory is a barrier-free residence hall that contains student rooms, a resident director's quarters, the Student Health Center, and the campus laundry;

Hart Dormitory contains student rooms, a resident director's quarters, and a lounge;

Bell Dormitory is currently leased to the United States Department of Labor and provides living accommodations for Job Corps students.

Other buildings on campus include the President's residence and the maintenance facility, which contains the equipment required to maintain the physical plant.

Husson College also leases off-campus Continuing Education Division (CED) Centers located in Portland, Lewiston and Caribou, Maine. Each Center is staffed by a Center Director and a secretary or administrative assistant.

The Portland CED Center is located on the second floor of the First Atlantic Building, 222 St. John Street, Portland. Access to the Husson facility is through the primary entrance to the building and elevator. Additionally, there are two secondary entrances. A building security guard is present during operating hours. The space consists of 7800 square feet which is divided into seven classrooms, one computer lab, two offices and two lounges. Bathrooms are barrier free. Located around the building are approximately 500 parking spaces.

The Caribou CED Center is located in one wing of the Caribou Learing Center, 75 Bennett Drive, Caribou. Of the three entrances to the facility, two lead directly to the CED learning area. The space consists of 6513 square feet divided into five classrooms, one office, two handicapped accessible bathrooms, and one janitor's room. Approximately seventy-five parking spaces are available at this facility.

The Lewiston CED Center is located on the fourth floor of 37 Park Street, Lewiston. The area was remodeled in 1991 and consists of 3600 square feet of space divided into six classrooms, one office, one office/reception area and two bathrooms (one is barrier free). Of the three entrances, the primary entrance is via an elevator to the fourth floor. The other two entrances are secured and used only as emergency exits. Municipal parking is located across the street and consists of approximately 300 spaces. After 5:00 p.m. parking is free for Husson students with a Husson decal attached to their vehicles.

With sites throughout the state of Maine, Husson College is strategically located to satisfy the educational needs of a wide variety of students.

Since the 1982 Institutional Self-Study and even since the 1989 Focused Evaluation, the College has expended considerable effort and financial resources into improving the maintenance and development of its physical plant.

Peabody Hall has undergone a number of capital improvements, significant renovations, and the addition of new equipment. Capital improvements in and around the building in the last four years include the paving of the parking lot; the installation of insulated rubber roofing, high-pressure sodium lighting for the entry ways and the walkway to Newman Gymnasium, energy efficient fluorescent lamps and ballasts in all hallways; the modification of the boiler; and the planting of new shrubbery and trees. Within the building, many areas have been significantly remodeled: the Career Development, Student Affairs, Registrar, and Academic Development offices; Kominsky Auditorium; the Faculty/Staff Dining Room; the Student Lounge and Dining Area; the language laboratory; the Nursing Learning Resource Center; and the Peer Tutor Room. Three classrooms have been upgraded with new carpeting and furniture. Considerable equipment has also been added: new computers and typewriters and, most significantly, a new main-frame computer and 50 work stations for academic and administrative use.

Dickerman Dining Commons has a seating capacity of 360 and can hold 450 people for dancing and other social events. Recent improvements include a new roof, a new entrance that improves handicap accessibility, a fire-suppression system, new dining room lighting and furniture, a delivery van, and new cooking equipment.

The basketball court bleachers on the upper level of Newman Gymnasium have a seating capacity for 2000 people. The pool balcony has a seating capacity to accommodate 500 people. The gymnasium facilities provide athletic and recreational opportunities for the Husson community; they are also available to Athletic Association members. The pool, tennis courts, and softball and baseball fields are rented out to area high schools, and a number of summer programs make use of the facilities. Within the last four years, there have been improvements in the pool area, the racquetball room, and the front foyer, the bleachers have been brought up to code, new lighting has been installed in the gym and pool, and the roof has been insulated.

Carlisle and Hart, the two residence halls that currently house Husson students, hold 566 residents in 291 rooms at full capacity. Normal college policy puts two students in each residence hall room, although single rooms are occasionally made available for an additional fee. Carlisle Hall contains 144 student rooms with the capability (minus eight spaces for Resident Assistant single rooms) to house 280 residents. Hart Hall has 147 rooms with the capability (again minus eight spaces for Resident Assistants) to house 286 residents. The residence halls house not only Husson students but also New England School of Broadcasting students and students taking part in the International Center for Language Studies (ICLS) program. Improvements to the residence halls in recent years are further discussed in Standard Six, and a listing of general improvements to the main campus's physical plant may be found in the workroom.

## APPRAISAL

On the whole, Husson College has sufficient and appropriate physical resources to carry out its mission and purposes and to ensure access, safety, security, and a healthful environment for all members of the Husson College community. So far, development has focused on only the front 100 acres, leaving another 100 undeveloped acres to meet potential future needs. A campus plan to create a more collegiate environment overall was drafted by campus planners and architects in 1990-91 and has been reviewed by trustees, faculty, and staff.

At present, all classrooms and virtually all offices for faculty and administration are located in Peabody Hall, along with the library, the bookstore, the auditorium, the cafeteria, and a number of other student services. While this makes for convenience and ease of communication, it also produces some serious overcrowding, especially for the library and for faculty and administrative offices. Although reconfiguring some rooms has created a bit more office space, there is little more that can be done in the present confines of the building. Space problems may be alleviated by a capital campaign that leads to new construction on campus or by the conversion of Bell Hall after it is vacated by Job Corps in 1994.

The renovation of three classrooms in Peabody Hall has greatly improved the appearance of those rooms and created a more professional atmosphere that boosts faculty and student morale. It is important that this program of classroom renovation continue and that it be expanded to incorporate monitors, VCRs, computers, and other audio/visual and technical equipment into the classrooms as teaching resources.

Four laboratories are currently located on the third floor of Peabody Hall: a Chemistry lab, an Anatomy/Microbiology lab, a Nursing Skills lab, and the ICLS language lab. The chemistry lab is large and adequately equipped. Both informal and formal arrangements are in place for ensuring that materials and equipment are suited to program needs and goals. The primary responsibility in this area belongs to the instructor, who may initiate discussions and requests through the Division. The replacement or repair of defective or worn-out equipment has generally been handled appropriately and with reasonable dispatch. Safety requirements and other government regulations are being met in the chemistry lab, although there are no special provisions for those with disabilities. There are currently no limitations on the academic program because of inadequacies in chemistry laboratory equipment.

The anatomy/microbiology laboratory is adequate for teaching fundamental courses in Anatomy & Physiology and Microbiology. Ventilation can be a problem when students are working on dissection of preserved specimens. The lab is used extensively by students in several programs, and overcrowding of some lab sections, particularly in Microbiology, may become a problem as enrollment increases.

Newman Gymnasium adequately meets the athletic and recreational needs of the Husson community. Nevertheless, there are a number of ways in which the facilities, the equipment, and the operation of the gym could be improved. The building is twenty-four years old and maintenance of the facility has been deferred. However, several key problem areas have been addressed such as energy conservation issues. The old roof has been replaced along with an upgrade in the insulation. A second set of doors were installed in the front foyer and energy efficient lighting has been installed in the pool and basketball court areas. The basketball court bleachers have been brought up to code. Coaches' offices need to be made more private. A room is needed where parents and coaches can meet and talk. Currently, only the men's basketball office has such a space. There is also a need for a conference/study hall/recruiting room. Within the gymnasium, the training room needs to be renovated, the exercise room needs better equipment, and the weight room is antiquated. Husson teams currently use off-campus weight-lifting facilities. The locker rooms and the racquetball court all have maintenance problems. The only barrier free entrance to the pool is through the back doors, and only if the area is dry; there is no ramp. As for the outside facilities, the baseball and softball fields need dugouts and scoreboards. The gymnasium parking lot needs to be lighted and paved.

The residence halls (Carlisle and Hart dorms) have benefitted from a number of capital improvements in recent years, especially to the parking areas, roofs, and bathrooms. However, there are still serious deficiencies in the physical plant of the residence halls. Leaking and single-glazed windows are a major problem. Many rooms have windows that do not keep out cold air, rain, and snow. Some of the wood on the top of the window frames has begun to rot out. The College purchased 50 new mattresses in Summer 1991 and plans to replace mattresses as needed. As the original wooden chairs have become damaged, more durable plastic chairs have been bought to replace them. Residence hall rooms need better lighting. Their bedframes, desk space, and closet space are adequate, but some closets need doors and repairs. A wing of one of the residence halls has been totally renovated.

The former farm house which now serves as the President's residence is in only moderately good repair and therefore can be used only for casual entertainment and receptions.

## PROJECTION

Husson has devoted considerable attention to physical resource planning in the last two years, most notably in the campus plan developed in 1990-91 and in the 1991 College Plan. These plans have provided the College with a number of options for capital improvements to its physical plant. Adequate funding for these projects remains the major issue in implementing these possibilities. Any further increases in enrollment will further strain classroom, laboratory, dining, recreation and office space unless new spaces become available. Again, the possible uses proposed for Bell Hall once it is available to the College and the potential for new construction (e.g., of a Student Center that could house, for example, dining, auditorium, audio/visual, social and study spaces) made possible by a capital campaign would enable the College to meet all of its needs. Certainly the 200-acre campus, much of which is still undeveloped, gives it the long-term ability to do so.

# STANDARD 9

# FINANCIAL RESOURCES

## DESCRIPTION

Husson College endeavors to maintain financial stability, order its budgetary process and allocate its resources in a manner that allows it to accomplish the objectives of its Mission Statement.

Husson has had a history of financial instability. The 1982 Self-Study spoke of a lack of sufficient working capital, the burden of carrying over $7 million in debt, declining enrollment, the lack of a significant endowment fund, and a budget process that was not clearly defined and adequately inclusive. Since that time, however, the College has made substantial progress in all these areas. Administrative efforts in recent years have been heavily directed toward improving the financial health of the school, thus insuring its viability into the foreseeable future, and much has been accomplished toward that end. The 1989 Focused Evaluation made the following observations about the College's financial condition:

> Husson College has made significant progress in addressing concerns about its financial resources since the focused visit in 1985. Financial stability has been enhanced in a number of areas ... to the extent that there appears to be little doubt that the institution is viable for the foreseeable future....
>
> The College has successfully restructured its debt to eliminate a default condition, reduce the annual cash flow, reduce the size of the debt, and make permanent arrangements for a line of credit. ... The College has also established a $100,000 reserve in its current fund, with plans to increase that amount in the future.
>
> Built into the College's operating budget is a schedule of capital expenditures intended to preserve its plant assets and meet some programmatic needs for new equipment.

Since the time of the 1989 focused visit, Husson has continued to improve its financial picture. In addition to refinancing its debt to the Federal Government, the College has managed to generate sufficient operating surpluses to eliminate a need for interim financing during periods of limited cash flow.

The College is now turning its financial emphasis toward further developing its already excellent academic offerings. The long-term focus will be directed at making Husson into Maine's premier college of business and health professions.

## The Budget Process

Approximately six months prior to the commencement of each fiscal year, the President and Controller, in consultation with the Chairperson of the Board of Trustees, establish broad budget assumptions for the coming year. These broad assumptions include projections of enrollments and a general inflationary factor to be used in preparing the expense side of the budget. A target operating surplus, aggregate capital budget amount, and reserve for contingencies are also established. These broad assumptions, along with any proposed staffing changes, are reviewed by the Board Finance Committee at the winter Board meeting and recommendations for any changes are considered at that time.

In conjunction with the establishment of broad budget assumptions, the day division tuition and room and board rates for the coming year are reviewed and voted on at the January Board Meeting. The tuition rates for the Graduate and Continuing Education Divisions are set at a later date, usually in the late spring or early summer.

The Controller distributes to each operating department budget request forms that show the budgets by expense types for the current fiscal year. On these forms each department supervisor is asked to estimate his/her needs for the coming year. The completed forms, along with supporting justifications, are reviewed by the senior administrator in charge of that area and the President before being submitted to the Controller for inclusion in the overall budget. Changes made to departmental requests are made only after consultation with the appropriate senior administrator.

Each senior administrator is also asked to develop a prioritized capital budget request for his/her area of responsibility. Capital items are generally those with life expectancies in excess of one year. The overall capital budget is developed by the President and the Controller, in consultation with senior administration, using both the budget requests submitted by the individual department supervisors and the priorities and needs as outlined in the long-range College Plan.

A proposed budget is presented to the Board of Trustees for approval at their spring meeting. Once approved, the operating expense budgets are distributed to the appropriate department supervisors. The approved capital budget is shared with senior staff, at which time plans are made for implementation during the fiscal year.

Throughout the fiscal year, budget reports are distributed to each department and forwarded to the appropriate administrative head for distribution. These reports list actual expenditures for the month compared to budget and actual year-to-date expenditures compared to budget. Variances are analyzed by each department, and any appropriate adjustments are made to be reflected on the next month's report. Major expenditures not originally budgeted for must receive presidential and, on occasion, Board approval.

Monthly summary reports comparing actual revenues and expenditures to budgeted revenues and expenditures are prepared for review by the Executive Committee of the Board of Trustees. Internally-generated quarterly financial statements are reviewed by the Finance Committee prior to each regularly scheduled Board meeting. The chairperson of that committee reports on the financial position of the College as part of the meeting's agenda.

Prior to the end of each fiscal year, the Executive Committee considers possible strategic transactions, such as prepayments of debt and inter-fund transfers, which may have an effect on the final financial statements. If deemed appropriate, such steps are voted upon and the administration is directed to proceed with executing them prior to year end.

## Budget and Accounting Controls and Procedures

The College uses a number of internal control measures to assure adequate protection of College assets. Internal control over receipts is maintained as follows:

a. Use of prenumbered receipts.
b. Limited access to locked areas for storing cash.
c. Daily cash-ups, bank deposits, and cash journal postings.
d. Use of an imprest change fund.
e. Separation of duties to the extent possible with limited staff.

Internal control over expenditures is maintained as follows:

a. As a general rule, purchase orders are required for all credit purchases.
b. All purchase requisitions and requests for payment must be approved by the appropriate department supervisor and administrative head prior to being submitted to the Business Office for processing.
c. The Controller scrutinizes all requests for expenditures prior to processing.
d. The Controller personally signs all checks in excess of $500.
e. Monthly reports of expenses vs budget are provided to department supervisors.
f. Staffing requests, including those for replacement positions, are required to be in writing and must be approved by both the Controller and the President before announcement of opening.
g. To the extent possible, given the fact that the College does not have a purchasing department, a bid process is used for major purchases.
h. Monthly financial statements are prepared and reviewed by the President and the Executive Committee of the Board of Trustees.
i. Quarterly financial statements are reviewed by the Finance Committee of the Board of Trustees, and the chair of that Committee reports on the quarterly results at every regularly scheduled Board meeting.

An audit is performed each year by an independent auditing firm selected by the Board of Trustees. The audit report is prepared in accordance with guidelines established by the American Institute of Certified Public Accountants in a format customarily used among institutions of higher education. The auditing firm is also asked to submit a management letter to the Board of Trustees outlining suggestions for improvements in internal control. To the extent possible, the College makes every effort to implement these suggestions.

The accounts of the College are maintained in accordance with the principles of fund accounting. The College's resources are separated into various funds, classified according to the activities or objectives specified for the funds. Fund balances which are restricted as to outside use are distinguished from unrestricted funds. Restrictions placed on interest earned from endowment funds are strictly adhered to. Interest earned on quasi-endowment funds is placed directly into the current unrestricted fund. The quasi-endowment fund principal may be used only at the discretion of the Board of Trustees.

Excess unrestricted cash is maintained in interest-bearing accounts until needed. The College uses The Common Fund of Fairfield, Connecticut, as its primary investment management firm for endowment and quasi-endowment funds. Any uninvested endowment and similar funds are maintained in interest-bearing accounts.

## Fund Raising

Husson's regular, annual fund-raising efforts are comprised of separate appeals to encourage maximum support by alumni, friends of the College, senior students, and employees. Corporate donors and foundations are targeted with specific, individualized solicitations. In all cases the gifts sought are for one of the following: unrestricted use, need-based financial aid for students, general endowment, capital improvements in general or a publicized project at the College. Recent projects have included the renovation of Kominsky Auditorium and the Alumni Sports Hall of Fame.

The Annual Fund is organized in June of each year at a meeting of alumni who set targets and goals for the ensuing academic year. The chairman, alumni chairman, honorary chairman, and trustee chairman form the official campaign leadership. They have the support of a 35-member committee and class agents.

Alumni, friends, senior students and employees are solicited by letter and a follow-up letter with each constituency receiving a focused appeal. Gifts in the form of cash, securities, property, insurance and bequests are sought from all members of all constituencies. Alumni who do not contribute are phoned by students and alumni to ask for their support.

There is an ongoing competition among alumni classes to gain the top spot in three categories of support for the Annual Fund each year: the highest level of class participation, most dollars raised, and overall support (participation X dollars raised). Interim standings are reported from time to time and final standings posted June 30. Awards and recognition for winning classes are presented at Homecoming the following fall.

Corporations normally receive one- to four-page proposals for funding that are hand-delivered and earmarked for a very specific need at the College. The President and/or Executive Director of Development discuss the request upon the occasion of their visit. Foundations are likewise targeted to meet specific needs and may or may not be visited depending on the recommended procedure of each.

Accuracy and honesty in all fund-raising solicitations, follow-ups, allocations and reports are required and attained via monitoring by the President's Office, the Development Office Manager and the Controller's Office. Daily transmittals of all gifts and prompt acknowledgment and receipting of all gifts are performed via hand-written and computer entries that enable any errors to be spotted promptly.

An annual report of donors which lists all donors to all funds is published in the Ledger (the College's quarterly alumni publication). The report lists donors by giving clubs which delineate levels of support. There is also a separate listing of all those who have contributed at two levels of support for five or more consecutive years.

Long-range plans through 1998 as outlined in the 1991 College Plan have enabled the College to complete a campus study focusing on facilities and their improvement. The priorities drawn from this College Plan and subsequent campus study will be those the College will seek to fund in a capital campaign in the years ahead. The Board of Trustees has approved a feasibility study for a capital campaign to implement some of the long range needs identified in the College Plan. The consulting firm of Martz and Lundy has been retained by the College, and a report is scheduled for the spring of 1993.

## Financial Reporting

The financial statements of the College are audited by an international independent certified public accounting firm, Peat Marwick. The audit is performed in accordance with generally accepted auditing standards and the statements are presented in accordance with generally accepted accounting principles for private, not-for-profit institutions. The footnotes to the financial statements describe in some detail the accounting methods followed and their effect on the information presented. The Balance Sheet and the Statement of Changes in Fund Balance present financial data segregated by type of fund but also include the total of all the funds. The third primary statement, Statement of Current Funds Revenues, Expenditures, and Other Changes, provides greater detail of the activity in only the Current Fund accounts.

The College is also required to prepare annually Form 990, Return of Organization Exempt From Income Tax, for submission to the Internal Revenue Service. It is prepared by the College's auditors and is filed on a timely basis.

The audited financial statements and internally-generated financial information are provided to the College's officers, members of the Board of Trustees and creditors with whom the College has a financial relationship. In addition, requests for financial information from other educational and governmental agencies are complied with as necessary.

The audited financial statements are not routinely made available to employees or the public. As required by law, the annual filing with the Internal Revenue Service (Form 990) is made available on request. On occasion, special meetings have been held with employees to present budgetary and other financial information.

APPRAISAL

## Financial Trends

The financial stability of the College has increased greatly over the past five years, with most of the improvement occurring in fiscal 1990 and 1991. Between 1986 and 1992, current fund revenues increased by 56% to $12,237,672, primarily resulting from the generation of more tuition dollars from a larger student body. (Specifically, tuition revenue increased by 17% in just one year from 1989 to 1990). Current fund expenditures increased by only 41% during the 1986-1992 period and when combined with the increased revenues, brought the College from a negative $229,000 to a positive $910,000 excess of current fund revenues over expenditures and mandatory transfers (for debt service). After other transfers, the excess was $137,000.

The ratio of College debt to its total fund balances has improved dramatically over the past five years. In 1986, there was $3.68 of debt for every dollar of fund balance. Due primarily to a refinancing of federal debt, that ratio was reduced to 29 cents per dollar of fund balance by 1992.

In 1986, the College had a deficit in working capital in the current fund of approximately $3.4 million. In 1992, there was a positive working capital of over $1.2 million. Again a substantial portion of this increase in funds is due to the debt refinancing in 1988 which added almost $4 million in working capital.

## Fund Raising Appraisal

The 1989 Focused Evaluation observed that,

> Funds are budgeted for a Development Director to fill the position eliminated in the cost reduction process. A well-developed plan is still needed to establish direction for a development program, including a clearly defined position description for the Development Director, short- and long-term objectives, and a realistic operating budget.

The hiring of an Executive Director of Development in 1990 and his subsequent activities have addressed these concerns and greatly improved the College's fund-raising activities. Alumni, friends, businesses, and foundations are supporting the College in growing numbers. The 1990-91 final tabulation of donors listed an all-time high number of 758, including 611 alumni. The previous high was set in a capital campaign kick-off year (1985-86)and totaled 617 from all constituencies.

Dollar totals have jumped nearly 200%, comparing end of June '92 with the same time frame in 1991. Gift dollars from friends, businesses, and foundations nearly quadrupled and those from alumni rose 70% in the same period.

The level of giving shows a similar increase. The June 30, 1992, report of contributions shows the average gift size from alumni growing nearly 140% ($51 to $121) compared to the same time the previous year. Gifts from corporations show a climb from an average $973 to $1,954 per gift. The gifts from "friends" have climbed from $249 per donor to $327, and those from foundations are up from $1,305 to an average of $5,873.

Factors contributing to these significant gains include:

a. Broadened representation among alumni in planning of Annual Fund.
b. Broadened Annual Fund leadership and "ownership" among alumni.
c. Clearer statement of College's needs and goals (in Ledger and in campaign materials).
d. More personalized, individualized and focused appeals with all constituencies.
e. More aggressive approach to corporations and foundations.
f. More frequent and thorough reporting and updating on progress to all trustees, Annual Fund Committee members, and class agents.
g. Challenges which match gifts and encourage donations.

While current progress is satisfactory, there are significant challenges ahead:

a. Alumni participation has grown from 4+% to 8+% in the past year but has a long way to go to reach the 20-25% level which is average for colleges of Husson's type.
b. Large donations ($500 or more) are growing in number--from 43 in February '91 to 66 in February '92--but need to grow substantially to enable the Annual Fund to reach 5 to 10% of the operating budget, which it is in many institutions.
c. Types of gift giving need to be broadened, and, once established should be well publicized to encourage bequests and other planned gifts.
d. A clear and detailed Annual Report about the College's overall progress and its financial situation in particular should be published and widely distributed among the College's donors, alumni, and friends. Accomplishments need to be summed up regularly in a way which builds pride in and support for the College.

## Financial Concerns

Revenue from auxiliary enterprises is extremely important to the College's total financial picture and there is some need for concern in this area. Revenue growth over the past five years has averaged only 4%; in fact, there was a 10% decrease from 1990 to 1991 (as a result of the College's terminating its contract to provide dining services to Job Corps students). The real potential problem in this area is the contract the College has for the use of one dormitory, Bell Dorm, that terminates in January of 1994. Revenues of $420,000 will be lost and it is likely that a significant renovation project will need to be undertaken if that revenue is to be replaced. It is possible that grants and/or low interest loans will be obtained for the renovation, but they have not yet been secured.

One area of concern regarding the balance sheet is the increased balance in student accounts receivable. The balance in 1990 was $818,904 while in 1991 it had grown to $941,254, an increase of 15% in one year. (Both of these numbers have been reduced by an appropriate estimate of uncollectible accounts.) Since revenues have grown significantly over that same period, it would be more reasonable to look at the time it takes on average to collect those receivables. In 1990, the average was 48 days while in 1992 it had increased to 52 days. By itself, the 52 days is not an unreasonable statistic but the increase could be an indication of a possible future problem.

In recent years the College has found it necessary to increase unfunded institutional need-based student aid at a rate disproportionate to increases in tuition. This has been necessary due in part to static funding in federal and state student aid programs and in part to the College's inability to attract a more affluent student body. In 1992/93 this negative trend of increased discounting was slowed somewhat when the College repackaged its financial aid program and increased the loan component. This had the effect of decreasing tuition discounting as a percentage of the total budget. Whether the long term negative trend in discounting can be stopped, or possibly reversed, is not clear at this time. It is important for the College to actively seek funding sources for need-based student financial assistance. At the same time ways must be found to attract students with less financial need.

The College will be affected by unfavorable demographics well into the 1990's and this may have an effect on a tuition-driven college. Also, worker's compensation rates and health insurance costs are expected to rise. Similarly, fuel costs continue to be an unknown. Space considerations and serious attention to the physical plant must also be addressed. These problems will be mitigated only by effective planning for new or replacement programs as the market may dictate. Careful cost-benefit analyses must be done for all major expenditures.

## Procedural Concerns

Husson College believes, in agreement with the assessment of the College's independent auditors, that the budgeting and accounting controls currently in place are adequate given the College's limited human resources. The computer system being used for maintaining many of those controls, however, is generally considered to be inadequate. The 1989 Focused Evaluation noted that "Internal financial reporting appears to be somewhat limited by computer resources and understaffing in the financial offices." However, the College is in the process of implementing a new computer system which should alleviate many of the associated problems.

Many of the fiscal policies and procedures used by the College are not clearly documented. Highly competent staff and a low turnover rate have reduced the problems associated with the absence of written procedures; however, the College is somewhat vulnerable when staff members are on vacation or away from the College on extended leave. Problems can also arise with inconsistencies in the application of policies and procedures that are not clearly stated in writing.

## PROJECTION

Husson is still a tuition-driven institution with approximately 57% of its current fund revenues coming from tuition dollars. Due to this high percentage, the College must continue to be sensitive to the demographics of the college-age population in its primary recruiting areas, which is expected to decrease for a few more years. Enhancing its efforts in the marketing of the product it offers and pricing its product within the means of the majority of Maine students should provide for modest increases in enrollment. The College plans to continue to explore possibilities for offering new cost-efficient programs which complement existing programs as a way of attracting new students. The most inexpensive way for the College to utilize its soon-to-be-vacant dormitory would be to fill it with new students. This will be accomplished, however, only by properly pricing, and carefully planning, market-driven programs of study.

The northern New England area is in a severe economic condition and Husson's students come primarily from that area. However, there could also be a benefit to be gained since fewer job opportunities should cause high school seniors, plus nontraditional students, to seek further education. If Husson College follows its mission, the poor economic situation in its market area should have little effect on its overall financial condition.

Fund-raising efforts at Husson are meeting with growing success but are not yet enabling the College to depend on sufficient income for operational revenue. Gifts to increase the endowment for financial aid and for faculty development need to increase substantially. Capital improvements of facilities will also require greater efforts in development activities in the years ahead.

The Trustees are considering a capital campaign which, if launched, should serve to raise the level of all gift giving to the College. Detailed studies have already established major priorities. Preliminary conceptual drawings for capital improvements are in hand. Fund-raising counsel is being considered and various firms have already been contacted and have forwarded information.

Alumni participation in the Annual Fund will continue to grow as more alumni are included in the planning and solicitation efforts for the Annual Fund. The class agent's role will be significantly expanded to provide greater contact with each class and initial contact and follow-up in each class's solicitation process. The class leadership competition, only in its first year, will become better known and it too will become an increasingly important factor in building good alumni participation in the Annual Fund.

As alumni and friends become better acquainted with the College's needs and understand how they can provide support for those needs and achieve certain tax advantages for themselves large donations ($500 and more) should increase substantially. Planned giving options will be publicized and specific information about them targeted at those most inclined to take advantage of these tax savings methods.

The new administrative computer system will alleviate many of the problems associated with the lack of timely or adequate management information. Operating departments will receive timely budget reports in sufficient detail to make informed decisions regarding resource allocations. Monthly statements of operation and balance sheets will assist the administration and Board of Trustees in their decision-making roles.

The College must continue to work on documenting relevant fiscal policies and procedures. A policies and procedures manual should be developed and updates to that manual should be made as policies and procedures are revised.

Husson College has reached a stage in its life cycle where many of the financial problems of the past are behind it. Although much remains to be done, a dedicated, informed, and vital faculty and administrative team stands ready to meet the challenges.

# STANDARD TEN

## PUBLIC DISCLOSURE

### DESCRIPTION

The area of Public Disclosure includes the areas of public relations as well as advertising and publications. Advertising is a marketing function of the College and public relations is a management function. Advertising is an activity required to promote Husson's services and reflects market conditions. In the past, ad agencies were used to develop new advertisements and campaigns for each division. Although Husson was provided with a good product, it was not cost effective. Frequency of ads suffered to meet the cost of development by the agencies. The public relations aspect involves the promotion of husson College and initiates management decisions to achieve that goal while striving to generate dialog and feedback with the media, the public, and the College community.

Husson publications include:

Husson Undergraduate Catalog
Husson Graduate Catalog
Husson Continuing Education Division Catalog
Employee Handbook
Faculty Handbook
Student Handbook
Recruitment Materials
The Ledger (Alumni Tabloid)
The Spectator (Student Newspaper)
The Chieftain (Husson Yearbook)
Development Materials
Special Projects

At present, in-house publishing includes nearly everything on this list from the Husson catalog to brochures for Conferences and Institutes to the Student Handbook. While this process is far more work intensive, it has realized substantial savings for the College. These savings have then allowed additional publications to become part of the recruitment package and have made possible an increase in the frequency of Husson ads for all divisions. Approximately two years ago, once advertising and publications were grouped under one umbrella, major projects such as the College catalog were shifted to this area.

The catalog, a major, work-intensive project, is published every two years. The format was changed by the publications director after discussions with recruitment counselors, students and faculty advisors. One major change was the insertion of outlines of "typical" programs for each degree and each concentration within that degree program. This increased the size substantially, as did the addition of more campus photos. These changes were made as part of an effort to produce a catalog that contained all the information students, prospective students, guidance counselors, and recruitment counselors needed in a clear, concise, and ethical way.

The format for the graduate catalog has been completely revised. The catalog as it is produced now is a packet of information within a Husson folder about the program, the courses, and the financial costs. The packet is sent to the student upon registration or request. Updates are handled on an annual basis.

The newest edition of the CED catalog will be printed during the month of June. Again, this will be a revised format. The catalog will now include information previously found only in the regular undergraduate catalog. CED students have expressed a need for the additional information and a concentrated effort is being made to meet their needs. This catalog is published every two years.

The Employee Handbook is updated and reissued by the Personnel Office on an as-needed basis. This official document is distributed to all employees of Husson College with the exception of faculty, who have a separate Faculty Handbook. The Employee Handbook contains general and specific policies relating to employment at Husson College. It is approved and voted on by the Board of Trustees before it is distributed to employees.

The faculty handbook is handled through the office of the Vice President for Academic Affairs (See Standard V).

The Student Affairs Office personnel put together annually a student handbook that has been revised to include more information to better inform the day school students. Every day school student receives a handbook, the purpose of which is to inform students about services, rules and regulations, academic policies, the community code, and other information about the College and campus life.

Numerous recruitment materials are produced on an annual and bi-annual basis. Brochures, posters, flyers, postcards, etc. are included as part of the package. The publications director works with recruiters and the admissions director to incorporate the ever-changing needs that the market dictates.

The Ledger appears quarterly. It is the main communication avenue between Husson and its alumni. A change in format and an upgrade of stock have been made possible by savings realized with the addition of computer- generated copy in the publications area. It is the goal of the College to upgrade in the near future to a glossy alumni magazine.

The student newspaper is produced by students trained and supervised by the public relations director. That person also serves as co-advisor along with a faculty member. The paper is a weekly publication written and produced by students who are responsible for copy, advertising, photographs, etc. They also control the budget for publications.

The College Yearbook is published annually, staffed completely by students, and funded through the Student Government. An effort has been made to upgrade the quality of the publication by placing the advising of this project under the Student Affairs Office. The Activities Coordinator works closely with the editor throughout the academic year.

With the recent addition of a development director to the campus, many development brochures have been produced for that area. These publications are used by the development, alumni, and administrative areas.

Projects such as brochures and flyers for departments like Conferences and Institutes are handled on an as-needed basis.

The following list gives percentages for how the department's budget is allocated. Almost every sector of the institution will, at some point, work with the advertising and publications department regarding publications pertinent to their area.

Day School - 25% of total budget
- Bangor campus full-time student recruitment
- Husson College Undergraduate Catalog
- Regional and National Advertisements (Print only)
- Professional Photography for use in Husson materials

Continuing Education Division - 26% of total budget
- Center advertising (Bangor, Caribou, Lewiston, Portland, Dover-Foxcroft, Lincoln, E. Millinocket)
- Husson Continuing Education Catalog
- Regional Advertising (Print only)

Graduate Division - 7% of total budget
- Center advertising (Bangor, Caribou, Portland, Lewiston)
- Husson College Graduate Catalog
- Regional advertising (Print only)

Radio/Television Advertising - 12% of total budget
- For day school, continuing education and graduate divisions.
- Development of commercials
- Underwriting fees
- Air time

Publications - 27% of total budget
- Recruitment materials
- Departmental brochures
- Brochures, Flyers, Booklets, etc.

Contingency - 3% of total budget
- Unanticipated demands and charges for all divisions

## APPRAISAL

Approximately two years ago the decision was made to produce all copy, plans, ads, etc. in-house. At that time new state-of-the-art computer equipment was purchased, staff was trained, and desktop publishing software was installed. The system paid for itself in less than eighteen months.

This new process was not instituted without problems, the largest of which is lack of staff positions to support the increased work load. Without the necessary staff, the public relations, advertising and publications department finds itself placed in a reactionary mode rather than having the luxury of being proactive.

The goal of all ad campaigns is to accurately inform and educate the public about Husson College in a consistent, professional manner. Meeting the advertising needs of three distinctly different audiences (CED, day school and the graduate student) continues to be a challenge. Developing in-house copy gives a realistic view of the College and what it has to offer. The department's budget was increased approximately three years ago to support an advertising campaign that included regional and national advertising. The budget also supports the development of a recruitment video, updated every three years, and professional photography to be used in college publications.

## PROJECTION

Within the past three years, Husson College has made great strides to update and improve the quality of all College-printed materials. While there is still room for improvement, the progress has been substantial in a number of areas. College publications are numerous and diversified and a concentrated effort has been made to maintain a consistent professional image by bringing all publications under the public relations/advertising umbrella. However, this delegation of responsibility may not work to the advantage of the Husson community in some cases. The Husson Catalog, for example, should return to the Vice President of Academic Affairs. One way to improve the process might be to create a committee comprised of the Vice President for Academic Affairs, acting as chairperson, CED Director, Admissions Director, Vice President for Finance, Dean of Student Affairs, Registrar, Financial Aid Director, Graduate Dean, and Department Chairs. Once policies and decisions have been made in each area, the project could then be turned over to the Publications Department.

The Husson Catalog should also provide further information, including a list of part-time faculty for the day school and indications of which courses are not offered every year.

The College needs to develop a clearly defined public relations mission and work closely with all areas of the College within that mission statement. Public relations is not the job of one person. It is only the means used to bring people together working as a team, both on and off campus, for the betterment of the College. Staffing needs to be brought to an adequate level and accurate job descriptions need to be developed. A review process should be implemented to improve communication within the Husson community.

# STANDARD ELEVEN

# INTEGRITY

## DESCRIPTION

Husson College operates within the policies and procedures established by the Board of Trustees, the College's administrative policies, and federal and state laws. Employees and students are treated in a fair and ethical manner. The faculty of Husson College continues to exemplify the highest ethical standards by providing the highest quality programs and by meeting the academic support needs of non-traditional as well as traditional students. The entire College community is dedicated to providing the student life needs, the support services and the extracurricular activities necessary to achieve the mission of the College.

One of the ways that was used to measure this standard was by the use of a questionnaire administered during April of 1992. The results of this questionnaire, while not entirely conclusive, are used in this standard to help gauge the perceptions of the students and staff at Husson College. The questionnaire and a detailed analysis are available in workroom.

## APPRAISAL

Husson College advocates high ethical standards in all of its dealings. As expressed in every standard of this document, the College tries to apply all standards equally to all people. The diversity of the student body is but one reflection of that. The recent creation of the faculty forum and the faculty position on the Board of Trustees has helped to foster better communication between faculty and administration.

As is addressed in Standard VI, Husson strives to deal equally with students in all aspects of student life. The Student Affairs Office administers a student survey every spring, and the results are discussed and acted upon in all applicable areas.

Husson College attempts to be truthful and fair in all of its dealings. The question of clarity is more difficult to address. The response to the statement on the survey that "the institution manages its administrative operations with honesty and integrity", revealed communication problems; inappropriate and inaccurate information filters through the community as a result. The survey suggests some dissatisfaction by both the faculty and staff in this area.

The College recognizes academic freedom as an inherent right for both faculty and students. Faculty are encouraged to be innovative in their teaching, and various modes of instruction exist at the College. Students are allowed the freedom to voice their concerns and desires through various means such as the College newspaper, the student government, and in open discussions with faculty and administration.

In 1954 the Maine State Legislature authorized Husson College to confer BS degrees in Business; in 1963 AS degrees; in 1971 honorary degrees; in 1978 MSB degrees; and in 1982 BS in Nursing degrees. In 1992 legislation was enacted giving Husson College the authority to grant generic BS degrees. The College is currently seeking generic MS degree granting authority. Husson is accredited by the NEASC. The nursing program is accredited by the National League for Nursing, and is approved by the Maine State Board of Nursing. Graduates of the Business Teacher Education program are given the Maine State two year provisional certification. Husson is also approved by the Immigration and Naturalization service for the training of International Students.

The College is an equal opportunity employer. Husson College is committed to the fair and equal treatment of all personnel. Candidates for employment are considered without regard to age, race, religion, ancestry, national origin, color, sex, disabilities, or veteran status. As is stated in the College catalog, students are admitted without regard to age, color, race, religion, sex, national origin, level of family income, or physical ability. The demographics of the student body reflect this. The existence of the groups, Women Across Campus, the African American Student Organization, and the International Club reflects the interest of the College in insuring the success of all Husson students. The Student Affairs staff is sensitive to the needs of minority students. Black History Month and Women's History Month programming have been very successful.

This document is intended to be a candid look at the workings of Husson College. Every attempt has been made by the people involved in the self-study process to paint a clear and accurate picture of the College, the good and the not so good, recognizing both strengths and weaknesses.

The College employs various measurement instruments to evaluate its effectiveness in all areas of the institution. Evaluation instruments exist for students to evaluate faculty, for students to voice their opinions about all aspects of the institution and for students to evaluate advising. Instruments exist for faculty to be evaluated by their division heads. Division heads are also evaluated by the Vice President for Academic Affairs. Surveys are administered and data is collected from past graduates to measure the quality of the education in preparation for the workplace. Staff has the opportunity, on a more infrequent basis, to express their concerns in institutional surveys. The results of all evaluation instruments have been discussed and documented throughout this Self-Study. Many are administered annually while others are done on a more infrequent basis. Some are in the process of revision and improvement to meet the desired results.

Grievance procedures are outlined in the Faculty Handbook and Employee Handbook to process any complaints or infractions of policies. Students have the opportunity to voice grievances regarding any aspect of the College by following the chain of command through academic advisors, department and division heads, the Vice President for Academic Affairs, and ultimately, the President.

The effectiveness of the procedures set up to insure that ethical policies and procedures are followed is more difficult to measure. As a means to this end, the integrity questionnaire circulated to all faculty, staff, and students attempted to measure this effectiveness by asking whether any infractions had occurred to the individual and whether any adequate process was in place to handle the situation. A number of the respondents indicated that they had been treated in an unethical manner. These individuals felt that an adequate process was not in force to handle the problem and were dissatisfied with the manner in which the complaint was handled. Although a well-stated grievance policy exists for faculty and staff, there is no such formal process for students. As part of the survey, a need was expressed for the implementation of boards to hear the complaints of students, especially regarding those of an academic nature.

## PROJECTION

The College will continue to follow all policies and procedures in place to ensure ethical practices and fair treatment of all constituencies. Efforts must be made to refine any unclear policies so that the College community can clearly understand them. As a result of the questionnaire, the College has become aware of certain shortcomings in policies and is receptive to the need for a more formalized procedure for processing grievances and ethical infractions.

# APPENDIX

CIHE DATA FORM I. CURRENT FUND REVENUES AND EXPENDITURES (000 OMITTED) A 1

Please use attached definitions

| FISCAL YEAR ENDS MONTH 6 DAY 30 | 3 YEARS PRIOR (FY 19_-_) 1988/89 | 2 YEARS PRIOR (FY 19_-_) 1989/90 | 1 YEAR PRIOR (FY 19_-_) 1990/91 | MOST RECENTLY COMPLETED FY (FY 19_-_) 1991/92 | CURRENT BUDGET (FY 19_-_) 1992/93 |
|---|---|---|---|---|---|
| **CURRENT FUND REVENUES RESTRICTED & UNRESTRICTED** | | | | | |
| 1) TUITION & FEES | 5,296 | 6,184 | 6,438 | 7,090 | 7,311 |
| 2) GOVERNMENT APPROPRIATIONS | | | | -0- | |
| 3) GOVERNMENT GRANTS & CONTRACTS | 1,429 | 1,518 | 1,609 | 1,776 | 1,705 |
| 4) PRIVATE GIFTS, GRANTS & CONTRACTS | 23 | 76 | 62 | 67 | 125 |
| 5) ENDOWMENT INCOME | 14 | 66 | 126 | 118 | 85 |
| 6) AUXILIARY ENTERPRISES | 2,702 | 3,087 | 2,794 | 2,974 | 2,912 |
| 7) OTHER | 419 | 191 | 215 | 213 | 220 |
| 8) TOTAL REVENUES | 9,883 | 11,122 | 11,244 | 12,238 | 12,358 |
| **CURRENT FUND EXPENDITURES RESTRICTED & UNRESTRICTED** | | | | | |
| 9) INSTRUCTION * | 1,636 * | 1,837 * | 2,015 * | 2,276 * | 2,407 * |
| 10) RESEARCH | | | | | |
| 11) PUBLIC SERVICE | | | | | |
| 12) ACADEMIC SUPPORT | 169 * | 188* | 269* | 245* | 209* |
| 13) STUDENT SERVICES | 912 | 915 | 1,057 | 1,134 | 1,129 |
| 14) INSTITUTIONAL SUPPORT * | 1,508* | 1,837* | 2,190* | 2,564* | 2,545* |
| 15) OPERATION, MAINTENANCE OF PLANT | 466 | 471 | 502 | 542 | 536 |
| 16) SCHOLARSHIPS & FELLOWSHIPS | 1,972 | 2,513 | 2,521 | 2,872 | 3,192 |
| 17) MANDATORY TRANSFERS | 468 | 426 | 311 | 233 | 124 |
| 18) NONMANDATORY TRANSFERS | 404 | 1,228 | 729 | 773 | 500 |
| 19) AUXILIARY ENTERPRISES | 1,605 | 1,396 | 1,388 | 1,462 | 1,556 |
| 20) OTHER Reserve for Contingencies | | | | | 150 |
| 21) TOTAL EXPENDITURES | 9,140 | 10,811 | 10,982 | 12,101 | 12,348 |
| 22) REVENUE LESS EXPENDITURES | 743 | 311 | 262 | 137 | 10 |
| 23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES | ( 355) | ( 1,379) | (1,144) | (1,375) | (1,346) |
| 24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT | 6,475 | 6,800 | 7,135 | 7,420 | 7,420 |

*NOTE: On line 8 actual 92/93 revenues are running 5% ahead of budget shown. Line 14 includes fringe benefits for all employees whose salaries appear in other lines. Lines 9, 12, and 14 do not include salary and fringe benefits of nursing dean, faculty and staff, all of whom are paid by Eastern Maine Medical Center.

CIHE DATA FORM II. CHANGES IN FUND BALANCES AND INDEBTEDNESS (000 OMITTED)

| FISCAL YEAR ENDS MONTH 6 DAY 30 | 3 YEARS PRIOR (FY 19__-__) 1988/89 | 2 YEARS PRIOR (FY 19__-__) 1989/90 | 1 YEAR PRIOR (FY 19__-__) 1990/91 | MOST RECENTLY COMPLETED FY (FY 19__-__) 1991/92 | CURRENT BUDGET (FY 19__-__) 1992/93 |
|---|---|---|---|---|---|
| **CURRENT-UNRESTRICTED** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | ( 282) | 402 | 749 | 990 | 1,134 |
| NET INCREASE/(DECREASE) | 684 | 347 | 241 | 144 | 10 |
| FUND BALANCE END OF YEAR | 402 | 749 | 990 | 1,134 | 1,144 |
| **CURRENT-RESTRICTED** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 38 | 37 | 82 | 102 | 95 |
| NET INCREASE/(DECREASE) | ( 1) | 45 | 20 | ( 7) | -- |
| FUND BALANCE END OF YEAR | 37 | 82 | 102 | 95 | 95 |
| **LOAN FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 600 | 688 | 779 | 791 | 830 |
| NET INCREASE/(DECREASE) | 88 | 91 | 12 | 39 | 50 |
| FUND BALANCE END OF YEAR | 688 | 779 | 791 | 830 | 880 |
| **ENDOWMENT & SIMILAR FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 843 | 1,036 | 1,695 | 1,852 | 2,327 |
| NET INCREASE/(DECREASE) | 193 | 659 | 157 | 475 | 100 |
| FUND BALANCE END OF YEAR (Book Value) | 1,036 | 1,695 | 1,852 | 2,327 | 2,427 |
| **ANNUITY & LIFE INCOME FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | | | | | |
| NET INCREASE/(DECREASE) | | | | | |
| FUND BALANCE END OF YEAR | | | | | |
| **PLANT FUNDS** | | | | | |
| FUND BALANCE BEGINNING OF YEAR | 9,143 | 9,901 | 10,775 | 7,119 | 7,443 |
| NET INCREASE/(DECREASE) | 758 | 874 | ( 3,656) | 324 | 200 |
| FUND BALANCE END OF YEAR | 9,901 | 10,775 | 7,119 | 7,443 | 7,643 |
| **INDEBTEDNESS ON PHYSICAL PLANT** | | | | | |
| BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR | 3,238 | 2,802 | 2,239 | 2,139 | 1,912 |
| ADDITIONAL PRINCIPAL BORROWED DURING YEAR | | | 15 | -- | -- |
| PAYMENTS MADE ON PRINCIPAL DURING YEAR | 436 | 563 | 115 | 227 | 124 |
| BALANCE OWED ON PRINCIPAL AT END OF YEAR | 2,802 | 2,239 | 2,139 | 1,912 | 1,788 |
| INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS | 253 | 225 | 201 | 180 | 131 |

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

| Fall Term (Year) | 4 years ago (19 88 ) | 3 years ago (19 89 ) | 2 years ago (19 90 ) | 1 year ago (19 91 ) | Current year (19 92 ) |
|---|---|---|---|---|---|
| **Freshmen** | | | | | |
| Completed Applications | 559 plus 47 reentry | 664 plus 66 reentry | 596 plus 48 reentry | 676 plus 39 reentry | 649 plus 72 reentry |
| Applications Accepted | --- | --- | --- | --- | --- |
| Applicants Enrolled * | 278 | 365 | 314 | 322 | 360 |
| Statistical Indicator of Aptitude of Enrollees used by Institution (describe below) | | | | | |

*includes part-time and transfer students

| **Transfers - Undergraduate** Also included in freshman figures | | | | | |
|---|---|---|---|---|---|
| Completed Applications | 56 | 86 | 77 | 87 | 100 |
| Applications Accepted | | | | | |
| Applicants Enrolled | 56 | 86 | 77 | 87 | 100 |

| **Master's Degree** ** | | | | | |
|---|---|---|---|---|---|
| Completed Applications | 62 | 57 | 71 | 70 | 68 |
| Applications Accepted | 46 reg./ 16 cond. | 44 reg./ 13 cond. | 49 reg./ 22 cond. | 52 reg./ 18 cond. | 38 reg./ 30 cond. |
| Applicants Enrolled | 51 | 54 | 71 | 70 | 66 |

**First Professional Degree** Continuing Education (All undergraduates; number of freshman cannot separate out)

| **All Programs** | | | | | |
|---|---|---|---|---|---|
| Completed Applications | | | | | |
| Applications Accepted | | | | | |
| Applicants Enrolled | 849 | 786 | 786 | 826 | 881 |

| **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.)

**Rolling admissions: decisions made on a monthly basis.
Generally, graduate students apply for admission to regular status after completing 6 to 12 credit hours of course work. Status prior to regular admission is "special student."

CIHE DATA FORM IV. STUDENT ENROLLMENT DATA (fall term) Credit Seeking Students Only, Including Continuing Education

| Undergraduate | | 4 years ago (1988 ) | 3 years ago (1989 ) | 2 years ago (1990 ) | 1 year ago (1991 ) | current year (1992 ) |
|---|---|---|---|---|---|---|
| First year | Full-Time Headcount | 274 | 306 | 302 | 298 | 338 |
| | Part-Time Headcount | 245 | 201 | 221 | 196 | 260 |
| | Total Headcount | 519 | 507 | 523 | 494 | 598 |
| | Total FTE | | | | | |
| Second year | Full-Time Headcount | 143 | 144 | 216 | 231 | 237 |
| | Part-Time Headcount | 63 | 143 | 163 | 137 | 134 |
| | Total Headcount | 206 * | 287 | 379 | 368 | 371 |
| | Total FTE | | | | | |
| Third year | Full-Time Headcount | 112 | 169 | 156 | 204 | 178 |
| | Part-Time Headcount | 115 | 145 | 169 | 155 | 140 |
| | Total Headcount | 227 | 314 | 325 | 359 | 318 |
| | Total FTE | | | | | |
| Fourth year | Full-Time Headcount | 217 | 123 | 137 | 130 | 172 |
| | Part-Time Headcount | 180 | 107 | 132 | 145 | 150 |
| | Total Headcount | 397 * | 230 | 269 | 275 | 322 |
| | Total FTE | | | | | |
| Unclassified | Full-Time Headcount | 5 | 0 | 1 | 4 | 5 |
| | Part-Time Headcount | 244 | 196 | 148 | 155 | 218 |
| | Total Headcount | 249 | 196 | 149 | 159 | 223 |
| | Total FTE | | | | | |
| **Total Headcount Undergraduate** | | 1598 | 1634 | 1647 | 1700 | 1832 |
| **Total FTE Undergraduate** | | 975.86 | 1028.73 | 1029.00 | 1081.13 | 1285.75 |
| Graduate | | | | | | |
| | Full-Time Headcount | 9 | 10 | 5 | 12 | 15 |
| | Part-Time Headcount | 182 | 173 | 198 | 218 | 199 |
| **Total Headcount Graduate** | | 191 | 183 | 203 | 230 | 214 |
| **Total FTE Graduate** | | 87.00 | 87.33 | 88.66 | 108.00 | 101.33 |
| **Grand Total Headcount** | | 1789 | 1817 | 1850 | 1930 | 2046 |
| **Grand Total FTE** | | 1062.86 | 1116.06 | 1117.66 | 1189.13 | 1387.08 |

Definition of FTE used (undergrad) 12 (grad) 9

*Due to change in record keeping methodology headcount is understated for second year students and overstated for fourth year students by the same amount in 1988 only. Grand totals do not change.

## CIHE DATA FORM V. PROJECTED FINANCIAL, TUITION, and ENROLLMENT DATA
For Next Three Years

| Fiscal Years | FY 19 93-94 | FY 19 94-95 | FY 19 95-96 |
|---|---|---|---|
| **Projected Financial Data** (000s omitted) | | | |
| Total Current Fund Revenues | 12,400 | 12,500 | 12,750 |
| Total Current Fund Expenditures (including Mandatory Transfersfor Principal and Interest) | 11,800 | 11,900 | 12,150 |
| Revenues less Expenditures | 600 | 600 | 600 |
| Other Transfers | 500 | 500 | 500 |
| Change in Current Fund Balance | 100 | 100 | 100 |

| Year | 19 94 | 19 95 | 19 96 |
|---|---|---|---|
| **Projected Tuition and Fees Charge** for Full-Time Student | 7,600 | 7,800 | 8,000 |

**Projected Enrollment - Fall Term**
(Credit Seeking Students Only, including Continuing Education)

| Year | 19 93 (Actual 92) | 19 94 | 19 95 |
|---|---|---|---|
| **Undergraduate** | | | |
| Full-Time Headcount | 930 | 948 | 966 |
| Part-Time Headcount | 902 | 920 | 938 |
| Total Headcount | 1,832 | 1,868 | 2,004 |
| Total FTE | 1,286 | 1,311 | 1,336 |
| **Graduate** | | | |
| Full-Time Headcount | 15 | 20 | 20 |
| Part-Time Headcount | 199 | 220 | 220 |
| Total Headcount | 214 | 240 | 240 |
| Total FTE | 101 | 105 | 105 |

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 1

| NUMBER OF FACULTY | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| PROFESSOR | 11/0 | 11/0 | 12/0 | 11/0 | 12/0 |
| ASSOCIATE | 10/0 | 12/0 | 14/0 | 16/0 | 14/0 |
| ASSISTANT | 12/0 | 13/0 | 12/0 | 11/0 | 14/0 |
| INSTRUCTOR | 7/0 | 2/0 | 0/0 | 4/0 | 4/0 |
| OTHER | 0/11 | 0/22 | 0/24 | 0/25 | 0/25 |
| TOTAL | 40/11 | 38/22 | 38/24 | 42/25 | 44/25 |

AGE (RANGE/MEAN) Not available for part-time faculty

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR * | *39-74/51 | *40-75/52 | *41-76/53 | 41-62/52 | 43-63/52 |
| ASSOCIATE | 43-62/49 | 41-63/49 | 35-64/49 | 36-65/49.6 | 37-66/51 |
| ASSISTANT | 33-59/46 | 33-56/45 | 29-57/44.9 | 36-65/56 | 31-59/45 |
| INSTRUCTOR | 32-55/43.8 | 22-53/37.5 | None | 40-50/45.2 | 26-47/40 |
| OTHER | | | | | |

*Includes Professor Emeritus

| MALE/FEMALE | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | M 9 / 0<br>F 2 / 0 | M 8 / 0<br>F 3 / 0 | M 8 / 0<br>F 3 / 0 | M 8 / 0<br>F 3 / 0 | M 8 / 0<br>F 4 / 0 |
| ASSOCIATE | M 6 / 0<br>F 4 / 0 | M 8 / 0<br>F 4 / 0 | M 9 / 0<br>F 5 / 0 | M 9 / 0<br>F 7 / 0 | M 8 / 0<br>F 6 / 0 |
| ASSISTANT | M 4 / 0<br>F 8 / 0 | M 3 / 0<br>F 9 / 0 | M 1 / 0<br>F10 / 0 | M 1 / 0<br>F10 / 0 | M 2 / 0<br>F12 / 0 |
| INSTRUCTOR | M 3 / 0<br>F 4 / 0 | M 1 / 0<br>F 1 / 0 | M 0 / 0<br>F 0 / 0 | M 3 / 0<br>F 0 / 0 | M 3 / 0<br>F 1 / 0 |
| OTHER | M 0 / 7<br>F 0 / 4 | M 0 / 9<br>F 0 /13 | M 0 /14<br>F 0 /10 | M 0 / 8<br>F 0 /17 | M 0 / 7<br>F 0 /18 |
| TOTAL | M22 / 7<br>F18 / 4 | M20 / 9<br>F17 /13 | M18 /14<br>F18 /10 | M21 / 8<br>F20 /17 | M21 / 7<br>F23 /18 |

**YEARS AT THIS INSTITUTION**

(RANGE/MEDIAN)

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 6-32/21 | 6-33/21 | 7-34/22 | 8-34/23 | 9-35/21.5 |
| ASSOCIATE | 5-26/21 | 1-27/17 | 2-28/15 | 0-28/ 9 | 1-29/12 |
| ASSISTANT | 1-13/ 4 | 1-14/ 5 | 1-15/ 6 | 0-16/ 2 | 1- 8/1.5 |
| INSTRUCTOR | 1- 5/ 2 | 1- 3/1.5 | 0-00/00 | 1- 1/ 1 | 0- 1/1 |
| OTHER | | | | | |

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 2

HIGHEST DEGREE EARNED

*DOCTORATE*

| | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| PROFESSOR | 6 / 0 | 7 / 0 | 7 / 0 | 7 / 0 | 8 / 1 |
| ASSOCIATE | 2 / 0 | 4 / 0 | 6 / 0 | 8 / 0 | 7 / 1 |
| ASSISTANT | 2 / 0 | 4 / 0 | 3 / 0 | 3 / 0 | 4 / 0 |
| INSTRUCTOR | 0 / 0 | 0 / 0 | 0 / 0 | 1 / 0 | 0 / 0 |
| OTHER | 0 / 0 | 0 / 5 | 0 / 2 | 0 / 2 | 0 / 1 |
| TOTAL | 10 / 0 | 15 / 5 | 16 / 2 | 19 / 2 | 19 / 3 |

*MASTER'S*

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 5*/ 0 | 5*/ 0 | 5*/ 0 | 4 / 0 | 4 / 0 |
| ASSOCIATE | 8 / 0 | 8 / 0 | 8 / 0 | 8 / 0 | 7 / 0 |
| ASSISTANT | 10 / 0 | 8 / 0 | 9 / 0 | 8 / 0 | 10 / 0 |
| INSTRUCTOR | 5 / 0 | 2 / 0 | 0 / 0 | 2 / 0 | 3 / 0 |
| OTHER | 0 /12 | 0 /18 | 0 /21 | 0 /23 | 0 /20 |
| TOTAL | 28 /12 | 23 /18 | 22 /21 | 22/ 23 | 24 /20 |

*Includes Professor Emeritus

*BACHELOR'S*

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | -- | -- | -- | -- | -- |
| ASSOCIATE | -- | -- | -- | -- | -- |
| ASSISTANT | -- | -- | -- | -- | -- |
| INSTRUCTOR | 2 | -- | -- | -- | -- |
| OTHER | -- | -- | 0 / 2 | -- | 0 / 1 |
| TOTAL | 2 | -- | 0 / 2 | -- | 0 / 1 |

*PROFESSIONAL LICENSE*

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | -- | -- | -- | -- | -- |
| ASSOCIATE | -- | -- | -- | -- | -- |
| ASSISTANT | -- | -- | -- | -- | -- |
| INSTRUCTOR | -- | -- | -- | 1 / 0 | 1 / 0 |
| OTHER | -- | -- | -- | -- | -- |
| TOTAL | -- | -- | -- | 1 / 0 | 1 / 0 |

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 3

**TEACHING LOAD:**
FALL TERM ONLY FOR EACH YEAR
(RANGE/MEDIAN IN CREDIT HOURS) Excludes Nursing Faculty

| | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| PROFESSOR | 9-15 / 12 | 3-15 / 12 | 3-15 / 12 | 6-14 / 12 | 6-15 / 12 |
| ASSOCIATE | 9-12 / 12 | 7-15 / 12 | 9-15 / 12 | 6-15 / 12 | 6-15 / 12 |
| ASSISTANT | 9-12 / 12 | 12-15 / 12 | 9-12 /10.5 | 9-18 / 12 | 9-15 / 12 |
| INSTRUCTOR | 9-15 / 13.5 | N/A / 12 | 0 / 0 | 9-12 / 11 | 9-16 / 12 |
| OTHER P/T ONLY | 1.5-10/ 3 | .5-16/ 3 | 3-14 / 3 | 3- 9 / 3 | 3- 8 / 3 |

**BASE SALARY FOR ACADEMIC YEAR** (RANGE/MEAN) Includes Nursing Faculty

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 30-37 / 32 | 30-39 / 34 | 33-41 / 36 | 36-42 / 38 | 37-44 / 39 |
| ASSOCIATE | 27-32 / 29 | 29-34 / 31 | 28-37 / 32 | 30-45 / 34 | 31-46 / 35 |
| ASSISTANT | 20-29 / 26 | 22-31 / 27 | 24-32 / 29 | 25-32 / 29 | 26-34 / 30 |
| INSTRUCTOR | 17-27 / 21 | N/A / 22 | 0 / 0 | 23-25 / 24 | 21-26 / 24 |
| OTHER | | | | | |

** **FRINGE BENEFITS** (RANGE/MEDIAN) Excludes Nursing Faculty*

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 5- 8 / 6 | 8-10 / 8 | 10-12 / 10 | 10-12 / 10 | 10-12 / 10 |
| ASSOCIATE | 6- 8 / 6 | 8-10 / 8 | 10-12 / 10 | 10-12 / 10 | 10-12 / 10 |
| ASSISTANT | 6- 8 / 7 | 8-10 / 9 | 10-12 / 11 | 10-12 / 11 | 10-12 / 11 |
| INSTRUCTOR | 6- 8 / 8 | 8-10 /10 | 10-12 / 12 | 10-12 / 12 | 10-12 / 12 |
| OTHER | | | | | |

*Information as to Nursing fringe benefits is not available. Information will be available to the visiting team.

**NUMBER OF FACULTY APPOINTED**

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | -0- | -0- | -0- | -0- | -0- |
| ASSOCIATE | -0- | 2 | -0- | 1 | 1 |
| ASSISTANT | 2 | 2 | 3 | 3 | 3 |
| INSTRUCTOR | 1 | 1 | -0- | 4 | 1 |
| OTHER | | | | | |
| TOTAL | 3 | 5 | 3 | 8 | 5 |

**Includes discretionary fringe benefits only (retirement, life insurance, disability insurance, health insurance). The current rate including mandatory fringe benefits (Social Security, Medicare, Worker's Comp., Unemployment Tax) is in the range of 18% to 20%.

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 3

**TEACHING LOAD:**

FALL TERM ONLY FOR EACH YEAR

(RANGE/MEDIAN IN CREDIT HOURS)

Teaching Load for Nursing Faculty -- Contact Hours

| | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| PROFESSOR | -- | -- | -- | -- | *20 |
| ASSOCIATE | *14 | 5-16/10.5 | 14-18/16 | 15-18/16 | 18-20/19 |
| ASSISTANT | 13.5-19/16.5 | 10-24/12 | -- | 14-20/18 | 13-18/16.5 |
| INSTRUCTOR | -- | *11 | -- | -- | -- |
| OTHER | | | | | |

*Represents one person

## CIHE DATA FORM VI. FACULTY PROFILE

PAGE 3

| | 4 YEARS AGO (19 - ) FT / PT | 3 YEARS AGO (19 - ) FT / PT | 2 YEARS AGO (19 - ) FT / PT | 1 YEAR AGO (19 - ) FT / PT | CURRENT YEAR (19 - ) FT / PT |
|---|---|---|---|---|---|
| | 1988/89 | 1989/90 | 1990/91 | 1991/92 | 1992/93 |

**BASE SALARY FOR ACADEMIC YEAR** (RANGE/MEAN) Excluding Nursing Faculty

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 30-37/32 | 30-39/34 | 33-41/36 | 36-42/38 | 37-44/39 |
| ASSOCIATE | 27-30/29 | 29-32/31 | 28-34/32 | 30-45/34 | 31-46-35 |
| ASSISTANT | 20-28/25 | 22-27/24 | 24-28/26 | 25-30/27 | 26-32/28 |
| INSTRUCTOR | N/A /18 | 19-19/19 | -- | N/A /24 | 21-26/24 |
| OTHER | | | | | |

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 4

## NUMBER OF FACULTY IN TENURED POSITIONS

| | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| PROFESSOR | 8 / 0 | 9 / 0 | 9 / 0 | 9 / 0 | 11 / 0 |
| ASSOCIATE | 5 / 0 | 5 / 0 | 5 / 0 | 6 / 0 | 8 / 0 |
| ASSISTANT | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 |
| INSTRUCTOR | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 | 0 / 0 |
| OTHER | -- | -- | -- | -- | -- |
| TOTAL | 13 / 0 | 14 / 0 | 14 / 0 | 15 / 0 | 19 / 0 |

## NUMBER OF FACULTY DEPARTING

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | -- | -- | -- | -- | -- |
| ASSOCIATE | -- | -- | -- | 1 | 3 |
| ASSISTANT | 1 | 2 | 2 | 2 | -- |
| INSTRUCTOR | 1 | 2 | 2 | -- | -- |
| OTHER | | | | | |
| TOTAL | 2 | 4 | 4 | 3 | 3 |

## NUMBER OF FACULTY RETIRING

| | | | | | |
|---|---|---|---|---|---|
| PROFESSOR | 1 | -- | -- | -- | -- |
| ASSOCIATE | -- | -- | -- | -- | -- |
| ASSISTANT | -- | -- | -- | -- | -- |
| INSTRUCTOR | -- | -- | -- | -- | -- |
| OTHER | | | | | |
| TOTAL | 1 | -- | -- | -- | -- |

# CIHE DATA FORM VI. FACULTY PROFILE

PAGE 5

## NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

| NAME OF DEPARTMENT OR ACADEMIC UNIT | 4 YEARS AGO (19 - ) FT / PT 1988/89 | 3 YEARS AGO (19 - ) FT / PT 1989/90 | 2 YEARS AGO (19 - ) FT / PT 1990/91 | 1 YEAR AGO (19 - ) FT / PT 1991/92 | CURRENT YEAR (19 - ) FT / PT 1992/93 |
|---|---|---|---|---|---|
| Arts and Science Div | 10 / 8 | 11 / 12 | 10 / 13 | 12 / 13 | 13 / 15 |
| | | | | | |
| Management Studies Division | 12 / 0 | 12 / 3 | 13 / 2 | 13 / 5 | 14 / 3 |
| | | | | | |
| Nursing Division | 12 / 0 | 10 / 0 | 10 / 0 | 11 / 1 | 12 / 0 |
| | | | | | |
| Professional Studies Division | 6 / 2 | 5 / 8 | 5 / 9 | 6 / 8 | 5 / 9 |
| | | | | | |
| Graduate Studies Div | Not Avail. | 8 / 16 | 7 / 19 | 6 / 22 | 7 / 16 |
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CIHE DATA FORM VII. STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM

| Fall Term (Year) | 4 years ago (19 ___) | 3 years ago (19 ___) | 2 years ago (19 ___) | 1 year ago (19 ___) | Current year (19 ___) |
|---|---|---|---|---|---|
| UNDERGRADUATE See attached | | | | | |
| CERTIFICATE | | | | | |
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| TOTAL | | | | | |

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| Undeclared | | | | | |
| TOTAL | | | | | |

CIHE DATA FORM VII: STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM
Page 2

| Fall Term (Year) | 4 years ago (19 ___) | 3 years ago (19 ___) | 2 years ago (19 ___) | 1 year ago (19 ___) | Current year (19 ___) |
|---|---|---|---|---|---|
| UNDERGRADUATE See attached | | | | | |
| BACCALAUREATE | | | | | |
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| Undeclared | | | | | |
| TOTAL | | | | | |

See attached

| Fall Term (Year)<br>GRADUATE PROGRAM | 4 years ago (19 ___) | 3 years ago (19 ___) | 2 years ago (19 ___) | 1 year ago (19 ___) | Current year (19 ___) |
|---|---|---|---|---|---|
| MASTER'S | | | | | |
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| TOTAL | | | | | |
| OTHER | | | | | |
| | | | | | |
| | | | | | |
| TOTAL | | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1988 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | 18 | 1 | 21 | 3 | | 1 | 1 | 1 | 13 | 9 | 20 | 13 | | | | | 2 | | | | 103 | 1452 |
| BS ACCT - MGMNT | 2 | 1 | 1 | | | | | | 4 | 2 | 7 | 1 | | | | | | | | | 18 | 261 |
| BS ACCT - PUBLIC/CI | 1 | | 7 | 1 | | | 1 | | 1 | 2 | 3 | 3 | | | | | 1 | | | | 20 | 273 |
| BS ACCT - MGMNT/CIS | 1 | | 1 | 1 | | | | | 1 | 1 | 1 | 1 | | | | | | | | | 7 | 90 |
| BS COMP INFO SYSTEM | 3 | 1 | 1 | 1 | | 1 | | | 7 | 6 | 1 | 4 | | | | | | | | | 25 | 333 |
| BS BUS AD - FIN MGM | | | | | | | | | 5 | | 4 | 3 | | | | | | | | | 12 | 171 |
| BS BUS AD | 4 | 7 | 1 | | 1 | 4 | | | 18 | 8 | 4 | 3 | | | | | | | 2 | | 52 | 705 |
| BS BUS AD - MRKTNG | 1 | 3 | 1 | | 1 | | | | 5 | 5 | 4 | 1 | | | | | | | | | 26 | 366 |
| BS BUS AD - SBM | 3 | | 2 | | | | | | 3 | 1 | 5 | 1 | | | | | | | | | 15 | 222 |
| BS OFF AD CT & CON | | | | | | | | | | | 2 | 1 | | | | | | | | | 3 | 42 |
| BS BUS AD - MGMNT | 10 | 8 | 5 | | | 2 | | | 22 | 9 | 6 | 1 | | | | 1 | 1 | 1 | 1 | | 67 | 924 |
| BS NURSING | | 1 | 16 | 12 | | | | 5 | | 2 | 44 | 34 | | | | | | | | 1 | 115 | 1620 |
| AS BROADCAST COMM | 5 | | 3 | | | | | | | | 1 | | | | | | | | | | 9 | 135 |
| NON-DEGREE STATUS | | 1 | 1 | 3 | | | | 2 | | | | | | 1 | | 2 | | | | | 10 | 63 |
| BS BUS TCH ED - ACT | 3 | | 1 | | | | | | 1 | 1 | | | | | | | | | | | 6 | 87 |
| BS BUS TCH ED - BUS | | 1 | 4 | 1 | 1 | | | 2 | 3 | 1 | 3 | 2 | | | | | | | | | 18 | 243 |
| BS BUS TCH ED - OFF | | | 2 | | | | | 1 | 1 | | 8 | 2 | | | | | | | | 1 | 15 | 216 |
| BS OFFICE ADMIN - E | | | | | | | | | | | 1 | | | | | | | | | | 1 | 18 |
| AS ACCOUNTING | | 2 | 5 | | | | | | | 2 | 2 | 2 | | | | | | | | | 13 | 180 |
| BS OM-SS - COURT/RP | | | 4 | 2 | | | | 2 | 1 | | 8 | 5 | | | | | | | 1 | | 23 | 315 |
| BS OM-SS - EX/COMPU | | | | | | | | | | | 1 | 2 | | | | | | | | | 3 | 33 |
| BS OM-SS - EX/MGM*T | | | 1 | | | | | | | | 1 | | | | | | | | | | 2 | 30 |
| AS OM-SS - COURT/RP | | | 11 | 3 | | | | | | | 3 | 17 | | | | | | | | | 34 | 444 |
| AS OM-SS - ADM/ASS* | | | 7 | | | | | | | | 4 | 1 | | | | | | | | | 12 | 168 |
| AS OM-SS - INFO/PRO | | | 4 | 2 | | | | | | | 5 | 6 | | | | | | | | | 17 | 219 |
| AS OM-SS - LEGAL/AS | | | 5 | | | | | | | | 5 | 3 | | | | | | | | | 13 | 146 |

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS BUS AD | 2 | 6 | 3 | 2 | 1 | | | | 3 | 6 | 7 | 5 | | | | | | | 1 | | 36 | 496 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS BUS AD - SBM | 1 | | 2 | 2 | | | | | 1 | 1 | 4 | 2 | | | | | | | | | 13 | 174 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS MEDICAL ASST | | 1 | 2 | 3 | | | | | | | 9 | 11 | | | | | | | | | 26 | 355 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS BUS AD - RETAIL | | | 3 | | | | | | | | 1 | 1 | | | | | | | | | 5 | 72 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - MED/ADM | | | 5 | | | | | | | | | 1 | | | | | | | | | 6 | 88 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DIPLOMA OM-SS - OA | | | 1 | 1 | | | | | | | | 2 | | | | | | | | | 4 | 42 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS COMP INFO SYSTEM | 1 | | 1 | 2 | | | | | 1 | 2 | | 5 | | | | | | | | | 12 | 138 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OFF AD CT & CON | | | | | | | | | | | | 1 | | | | | | | | | 1 | 12 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPECIAL STUDENT | | 1 | | 1 | | 1 | | | | 2 | | 1 | | | | 2 | | | | 1 | 9 | 46 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TOTAL | 55 | 34 | 121 | 40 | 4 | 9 | 2 | 13 | 90 | 60 | 169 | 135 | | 1 | | 5 | 4 | 1 | 5 | 3 | 751 | 10179 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 450
TOTAL PART-TIME: 301

TOTAL ENTERING: 250
TOTAL RE-ENTRY: 28
TOTAL RETURNING: 454
TOTAL EMPLOYEES: 6
TOTAL EMP.DES.: 13

TOTAL MALES: 258
TOTAL FEMALES: 493

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 340 | 191 | 531 | 7401 |
| TOTAL A.S. DEGREES | 108 | 89 | 197 | 2627 |
| TOTAL DIPLOMAS | 1 | 3 | 4 | 42 |
| TOTAL NON-DEGREES | 1 | 9 | 10 | 63 |
| TOTAL SPECIAL | | 9 | 9 | 46 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1988 CED SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | | 4 | 2 | 4 | | 5 | | 4 | 3 | 10 | 2 | 37 | | | | | | | | | 71 | 393 |
| BS COMP INFO SYSTEM | | 1 | 1 | | | 1 | | 1 | | 1 | | 5 | | | | | | | | | 10 | 60 |
| BS BUS AD | 1 | 12 | 1 | 41 | 1 | 10 | 1 | 22 | 9 | 102 | 12 | 154 | | | | 1 | | | | | 367 | 1980 |
| BS BUS AD - MRKTNG | | | | | | 1 | | | | | | | | | | | | | | | 1 | 3 |
| BS BUS AD - MGMNT | | 2 | | | | | | | | | | | | | | | | | | | 2 | 12 |
| NON-DEGREE STATUS | | 7 | | 4 | | 10 | | 6 | | 2 | | 4 | | | | | | | | | 33 | 117 |
| BS BUS TCH ED - BUS | | | | | | | | 1 | | | | | | | | | | | | | 1 | 3 |
| AS ACCOUNTING | | 2 | | 3 | | | 1 | 7 | | 3 | 3 | 25 | | | | | | | | | 44 | 243 |
| AS UM-SS - INFO/PRO | | | | | | | | | | | | 1 | | | | | | | | | 1 | 6 |
| AS BUS AD | | 4 | 1 | 22 | | 7 | | 8 | 1 | 20 | 4 | 46 | | | | | | | | | 113 | 600 |
| AS BUS AD - SBM | | | | | | | | 1 | | | | | | | | 1 | | | | | 1 | 6 |
| AS COMP INFO SYSTEM | | | | | | | | | | 1 | | 2 | | | | | | | | | 4 | 15 |
| SPECIAL STUDENT | | 30 | 1 | 79 | | 6 | | 18 | | 20 | 1 | 41 | | | | | | | | | 196 | 739 |
| BS BUS AD - ACCTG | | | 1 | | | | | | | 1 | | 3 | | | | | | | | | 5 | 36 |
| TOTAL | 1 | 62 | 7 | 153 | 1 | 40 | 2 | 68 | 13 | 160 | 22 | 318 | | | | 2 | | | | | 849 | 4213 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 46
TOTAL PART-TIME: 803

TOTAL ENTERING: 223
TOTAL RE-ENTRY: 111
TOTAL RETURNING: 513
TOTAL EMPLOYEES: 2
TOTAL EMP.DES.:

TOTAL MALES: 277
TOTAL FEMALES: 572

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 34 | 423 | 457 | 2487 |
| TOTAL A.S. DEGREES | 10 | 153 | 163 | 870 |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | 33 | 33 | 117 |
| TOTAL SPECIAL | 2 | 194 | 196 | 739 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1988 GRD SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRAD (TRANSIENT) | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1 | 3 |
| MS IN BUSINESS | --- | --- | --- | --- | --- | 2 | --- | 2 | --- | 42 | 1 | 30 | --- | --- | --- | 1 | --- | --- | --- | --- | 78 | 342 |
| SPECIAL STUDENT | 1 | 24 | --- | 33 | --- | 12 | --- | 6 | --- | 18 | 1 | 17 | --- | --- | --- | 1 | --- | --- | --- | --- | 113 | 438 |
| TOTAL | 1 | 25 | --- | 33 | --- | 14 | --- | 8 | --- | 60 | 2 | 47 | --- | --- | --- | 2 | --- | --- | --- | --- | 192 | 783 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 3
TOTAL PART-TIME: 189

TOTAL ENTERING: 59
TOTAL RE-ENTRY: 22
TOTAL RETURNING: 109
TOTAL EMPLOYEES: 2
TOTAL EMP.DES.:

TOTAL MALES: 100
TOTAL FEMALES: 92

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | 1 | 77 | 78 | 342 |
| TOTAL B.S. DEGREES | | | | |
| TOTAL A.S. DEGREES | | | | |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | | | |
| TOTAL SPECIAL | 2 | 111 | 113 | 438 |
| TOTAL NOT CODED | | 1 | 1 | 3 |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1989 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | 11 | 8 | 19 | 1 | 1 | | 3 | 2 | 23 | 6 | 26 | 18 | | | | 1 | 1 | | | | 120 | 1683 |
| BS ACCT - MGMNT | 3 | 1 | 3 | 2 | | | | | 3 | 2 | 3 | 1 | | | | | | | | | 18 | 252 |
| BS ACCT - PUBLIC/CI | 3 | | 8 | 2 | | | | 1 | 2 | 1 | 3 | 3 | | | | | | | | | 23 | 318 |
| BS ACCT - MGMNT/CIS | 2 | 1 | 2 | | | | | | | | 2 | 1 | | | | | | | | | 8 | 114 |
| BS COMP INFO SYSTEM | 1 | 1 | | | | 1 | 1 | | 7 | 2 | 3 | 2 | | | | | | | | | 18 | 246 |
| BS BUS AD - FIN MGM | 4 | | 3 | | | | | | 6 | 1 | 5 | 4 | | | | | | | | | 23 | 333 |
| BS BUS AD | 3 | 3 | 7 | 2 | 3 | 2 | 1 | 1 | 17 | 9 | 4 | 2 | | | | | | | | 1 | 55 | 756 |
| BS BUS AD - MRKTNG | 5 | 3 | 5 | | | | | 1 | 7 | 3 | 4 | 2 | | | | | | 1 | 1 | | 32 | 442 |
| BS BUS AD - SBM | | | | | | | | | 2 | 1 | 2 | | | | | | | | | | 5 | 69 |
| BS OFF AD CT & CON | | | | | | | | | | | | 1 | | | | | | | | | 1 | 12 |
| BS BUS AD - MGMNT | 14 | 3 | 12 | 3 | 1 | 1 | | 1 | 24 | 11 | 6 | 2 | | | | 1 | 1 | | 1 | | 81 | 1139 |
| BS NURSING | | 1 | 24 | 26 | | | 1 | 11 | | 2 | 36 | 48 | | | | | | | | | 149 | 1923 |
| AS BROADCAST COMM | 10 | | 2 | | | 1 | | | | 1 | | | | | | | | | | | 14 | 204 |
| NON-DEGREE STATUS | | 3 | | 3 | | | | 2 | | | | 1 | | | | | | | | 1 | 10 | 39 |
| BS BUS TCH ED - ACT | 2 | 1 | 2 | | | | | | 3 | 3 | 1 | | | | | | | | | | 12 | 168 |
| BS BUS TCH ED - BUS | 1 | | 5 | 1 | 2 | | 1 | 1 | 1 | 2 | 8 | 3 | | | | | | | | 1 | 26 | 357 |
| BS BUS TCH ED - OFF | | | 3 | | | | | | | | 4 | 3 | | | | | | | | | 10 | 138 |
| BS BUS TCH ED - CIS | | | 1 | | | | | | 1 | | 1 | 1 | | | | | | | | | 4 | 57 |
| AS ACCOUNTING | | | 2 | 4 | | | | | 1 | | 4 | 4 | | | | | | | | 1 | 15 | 192 |
| BS OM-SS - COURT/RP | | | 3 | | | | | 1 | | 1 | 10 | 6 | | | | | | | | | 22 | 297 |
| BS OM-SS - EX/SHTD | | | | | | | 1 | | | | | | | | | | | | | | 1 | 15 |
| BS OM-SS - EX/COMPU | | | | | | | | | | | | 2 | | | | | | | | | 2 | 9 |
| BS OM-SS - EX/MGM*T | | | 2 | | | | | | | | 2 | | | | | | | | | | 4 | 60 |
| AS OM-SS - COURT/RP | | | 4 | 4 | | | 1 | | | | 9 | 11 | | | | | | | | | 29 | 376 |
| AS OM-SS - ADM/ASS* | | | 2 | | | | | 1 | | | 4 | 1 | | | | | | | | | 8 | 114 |
| AS OM-SS - INFO/PRO | | | 6 | | | | | 1 | | | 4 | 8 | | | | | | | | | 19 | 252 |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1989 DAY SCHOOL 1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS BM-SS - LEGAL/AS | --- | --- | 4 | --- | --- | --- | --- | --- | --- | --- | 6 | 3 | --- | --- | --- | --- | --- | --- | --- | --- | 13 | 177 |
| AS BUS AD | 1 | 12 | 13 | 9 | --- | 2 | --- | 1 | 9 | 5 | 8 | 4 | --- | --- | --- | 1 | --- | --- | --- | --- | 65 | 852 |
| AS BUS AD - SBM | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 27 |
| AS MEDICAL ASST | --- | --- | 2 | 4 | --- | --- | --- | 1 | --- | --- | 5 | 5 | --- | --- | --- | --- | --- | --- | --- | --- | 17 | 234 |
| AS BUS AD - RETAIL | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 45 |
| AS BM-SS - MED/ADM | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | 3 | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 8 | 118 |
| DIPLOMA BM-SS - OA | --- | --- | 4 | 3 | --- | --- | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | 10 | 129 |
| AS COMP INFO SYSTEM | 1 | 1 | 1 | 4 | --- | 1 | --- | --- | --- | 2 | 1 | 1 | --- | --- | --- | --- | --- | --- | --- | --- | 12 | 139 |
| SPECIAL STUDENT | --- | 1 | --- | 4 | --- | --- | --- | 3 | --- | 1 | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | 10 | 39 |
| TOTAL | 61 | 39 | 142 | 72 | 7 | 8 | 9 | 28 | 106 | 53 | 167 | 146 | | | | 3 | 2 | 1 | 2 | 4 | 850 | 11325 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 496
TOTAL PART-TIME: 354

TOTAL ENTERING: 314
TOTAL RE-ENTRY: 52
TOTAL RETURNING: 472
TOTAL EMPLOYEES: 3
TOTAL EMP.DES.: 9

TOTAL MALES: 277
TOTAL FEMALES: 573

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 383 | 231 | 614 | 8388 |
| TOTAL A.S. DEGREES | 109 | 97 | 206 | 2730 |
| TOTAL DIPLOMAS | 4 | 6 | 10 | 129 |
| TOTAL NON-DEGREES | | 10 | 10 | 39 |
| TOTAL SPECIAL | | 10 | 10 | 39 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1989 CED SCHOOL
1/19/93

| MAJORS | -----ENTERING----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----RE-ENTRY----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----RETURNING---- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | ----EMPLOYEE------ MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----EMP.DES.----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | | 7 | | 13 | | 2 | | 4 | 1 | 15 | 4 | 34 | | | | | | | | | | | 80 | 417 |
| BS ACCT - MGMNT | | | | | | | | | | 1 | | | | | | | | | | | | | 1 | 3 |
| BS COMP INFO SYSTEM | | 1 | | | | 1 | | 2 | | 2 | | 5 | | | | | | | | | | | 11 | 54 |
| BS BUS AD | 2 | 25 | 1 | 42 | 3 | 19 | | 27 | 22 | 74 | 20 | 128 | | | | 2 | | 1 | | | | | 366 | 2091 |
| NON-DEGREE STATUS | | 6 | | 8 | | 5 | | 1 | | 2 | | 6 | | | | | | | | | | | 28 | 92 |
| AS ACCOUNTING | | | | 4 | | 1 | | 7 | 1 | 3 | | 24 | | | | | | | | | | | 40 | 195 |
| AS BUS AD | 1 | 6 | 1 | 16 | | 5 | | 8 | 2 | 21 | 4 | 45 | | | | | | | | 1 | | | 110 | 546 |
| AS COMP INFO SYSTEM | | | | 1 | | | | | | 1 | | 2 | | | | 1 | | | | | | | 5 | 21 |
| SPECIAL STUDENT | | 23 | | 59 | | 2 | | 11 | | 8 | | 29 | | | | | | 1 | | | | | 133 | 465 |
| BS BUS AD - ACCTG | | | | | | | | | | | | 1 | | | | | | | | | | | 1 | 6 |
| TOTAL | 3 | 68 | 2 | 143 | 3 | 35 | | 60 | 26 | 127 | 28 | 274 | | | | 3 | | 2 | | 1 | | | 775 | 3890 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 62
TOTAL PART-TIME: 713

TOTAL ENTERING: 216
TOTAL RE-ENTRY: 98
TOTAL RETURNING: 455
TOTAL EMPLOYEES: 3
TOTAL EMP.DES.: 3

TOTAL MALES: 264
TOTAL FEMALES: 511

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 53 | 406 | 459 | 2571 |
| TOTAL A.S. DEGREES | 9 | 146 | 155 | 762 |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | 28 | 28 | 92 |
| TOTAL SPECIAL | | 133 | 133 | 465 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1989 GRD SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MS IN BUSINESS | | 2 | | 1 | | 2 | | 2 | 2 | 37 | 2 | 32 | | | | 1 | | | | | 81 | 381 |
| SPECIAL STUDENT | 1 | 23 | | 26 | | 6 | | 5 | | 18 | | 22 | | 1 | | | | | | | 102 | 405 |
| TOTAL | 1 | 25 | | 27 | | 8 | | 7 | 2 | 55 | 2 | 54 | | 1 | | 1 | | | | | 183 | 786 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

| | | | | | | |
|---|---|---|---|---|---|---|
| TOTAL FULL-TIME: | 5 | TOTAL MASTER DEGREES | 4 | 77 | 81 | 381 |
| TOTAL PART-TIME: | 178 | TOTAL B.S. DEGREES | | | | |
| | | TOTAL A.S. DEGREES | | | | |
| TOTAL ENTERING: | 53 | TOTAL DIPLOMAS | | | | |
| TOTAL RE-ENTRY: | 15 | TOTAL NON-DEGREES | | | | |
| TOTAL RETURNING: | 113 | TOTAL SPECIAL | 1 | 101 | 102 | 405 |
| TOTAL EMPLOYEES: | 2 | TOTAL NOT CODED | | | | |
| TOTAL EMP.DES.: | | | | | | |

TOTAL MALES: 92
TOTAL FEMALES: 91

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1990 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS OM-SS - LEGAL/AS | | | 2 | 1 | | | | | | | 2 | 1 | | | | | | | | | 6 | 75 |
| AS BUS AD | 7 | 5 | 10 | 1 | | | | | 5 | 5 | 7 | 5 | | | | 1 | | | | 1 | 47 | 639 |
| AS MEDICAL ASST | | | 3 | 4 | | | | | | | 2 | 2 | | | | | | | | | 11 | 151 |
| AS OM-SS - MED/ADM | | | 1 | | | | | | | | 2 | 1 | | | | | | | | | 4 | 59 |
| DIPLOMA OM-SS - OA | | | 3 | | | | | | | | | 4 | | | | | | | | | 7 | 75 |
| AS COMP INFO SYSTEM | 1 | | | 2 | | | | | | | 2 | 3 | | | | | | | | | 8 | 105 |
| AS OM-SS - PARALEGA | | 1 | 6 | 6 | | | | 1 | | | | 6 | | | | 1 | | | | | 21 | 231 |
| SPECIAL STUDENT | | 1 | | 4 | | | | 6 | | | | 1 | | | | 1 | | | | | 13 | 38 |
| TOTAL | 67 | 69 | 116 | 68 | 6 | 6 | 3 | 17 | 108 | 69 | 165 | 190 | | | | 8 | 1 | 1 | 3 | 6 | 863 | 11235 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 469
TOTAL PART-TIME: 394

TOTAL ENTERING: 280
TOTAL RE-ENTRY: 32
TOTAL RETURNING: 532
TOTAL EMPLOYEES: 8
TOTAL EMP.DES.: 11

TOTAL MALES: 287
TOTAL FEMALES: 576

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 361 | 291 | 652 | 8671 |
| TOTAL A.S. DEGREES | 105 | 83 | 188 | 2442 |
| TOTAL DIPLOMAS | 3 | 4 | 7 | 75 |
| TOTAL NON-DEGREES | | 3 | 3 | 9 |
| TOTAL SPECIAL | | 13 | 13 | 38 |
| TOTAL NOT CODED | | | | |

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | 13 | 2 | 13 | 4 | 1 | 1 | | 1 | 15 | 8 | 20 | 17 | | | | 1 | 1 | | | | 97 | 1314 |
| BS ACCT - MGMNT | | 2 | 4 | | | 1 | 1 | 1 | 4 | 3 | 8 | 4 | | | | | | | | | 28 | 375 |
| BS ACCT - PUBLIC/CI | | | 6 | 1 | | | | | 1 | 1 | 3 | 3 | | | | | | | | | 15 | 210 |
| BS ACCT - MGMNT/CIS | 1 | | 1 | 2 | | | | | | 1 | 1 | 1 | | | | | | | | | 7 | 87 |
| BS COMP INFO SYSTEM | 4 | 3 | 2 | | | | | | 7 | 3 | 3 | 3 | | | | 1 | | | | | 26 | 351 |
| BS BUS AD - FIN MGM | 1 | | 1 | 2 | | | | | 9 | 4 | 8 | 4 | | | | | | | | 1 | 30 | 421 |
| BS BUS AD | 8 | 6 | 5 | 2 | 2 | | | 2 | 19 | 10 | 10 | 6 | | | | 1 | | | | | 71 | 966 |
| BS BUS AD - MRKTNG | 4 | | 5 | 1 | 1 | 1 | | | 14 | 6 | 10 | 2 | | | | | | 1 | 2 | | 47 | 660 |
| BS BUS AD - SBM | | | | | | | | | 1 | | | 1 | | | | | | | | | 2 | 27 |
| BS BUS AD - MGMNT | 9 | 5 | 8 | 3 | 2 | 1 | | | 26 | 17 | 15 | 6 | | | | 2 | | | | 1 | 95 | 1285 |
| BS NURSING | 1 | 3 | 13 | 30 | | | | 2 | | 4 | 32 | 82 | | | | | | | | 1 | 168 | 2054 |
| AS BROADCAST COMM | 11 | 1 | 7 | | | | | | 2 | 2 | | | | | | | | | | | 23 | 318 |
| NON-DEGREE STATUS | | | | 1 | | 1 | | | | | | | | | | | | | | 1 | 3 | 9 |
| BS BUS TCH ED - ACT | | | 1 | | | | | | | 1 | 1 | | | | | | | | | | 3 | 42 |
| BS BUS TCH ED - BUS | 4 | | 3 | | | 1 | 1 | | 4 | 4 | 12 | 2 | | | | | | | 1 | | 32 | 450 |
| BS BUS TCH ED - OFF | | | 1 | | | | | | | | 3 | | | | | | | | | | 4 | 63 |
| BS BUS TCH ED - CIS | | | | | | | | | 1 | | 2 | 1 | | | | | | | | | 4 | 57 |
| AS ACCOUNTING | 3 | | 5 | 3 | | | 1 | 2 | | | 2 | 3 | | | | | | | | | 19 | 246 |
| BS OM-SS - COURT/RP | | | 1 | | | | | | | | 4 | 9 | | | | | | | | 1 | 15 | 195 |
| BS OM-SS - EX/ACCT | | | | | | | | | | | 1 | | | | | | | | | | 1 | 15 |
| BS OM-SS - EX/SHTD | | | | | | | | | | | 2 | | | | | | | | | | 2 | 30 |
| BS OM-SS - EX/COMPU | | | | | | | | | | | 1 | 1 | | | | | | | | | 2 | 24 |
| BS OM-SS - EX/MGM*T | | | 1 | | | | | | | | 2 | | | | | | | | | | 3 | 45 |
| AS OM-SS - COURT/RP | | | 7 | 1 | | | | | | | 7 | 16 | | | | | | | | | 31 | 393 |
| AS OM-SS - ADM/ASS* | | | 2 | | | | | | | | | 1 | | | | | | | | | 3 | 39 |
| AS OM-SS - INFO/PRO | | | 5 | | | | | 2 | | | 3 | 5 | | | | | | | | | 15 | 186 |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1990 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS OM-SS - LEGAL/AS | | | 2 | 1 | | | | | | | 2 | 1 | | | | | | | | | 6 | 75 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS BUS AD | 7 | 5 | 10 | 1 | | | | | 5 | 5 | 7 | 5 | | | | 1 | | | | 1 | 47 | 639 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS MEDICAL ASST | | | 3 | 4 | | | | | | | 2 | 2 | | | | | | | | | 11 | 151 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - MED/ADM | | | 1 | | | | | | | | 2 | 1 | | | | | | | | | 4 | 59 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DIPLOMA OM-SS - OA | | | 3 | | | | | | | | | 4 | | | | | | | | | 7 | 75 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS COMP INFO SYSTEM | 1 | | | 2 | | | | | | | 2 | 3 | | | | | | | | | 8 | 105 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - PARALEGA | | 1 | 6 | 6 | | | | 1 | | | | 6 | | | | 1 | | | | | 21 | 231 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPECIAL STUDENT | | 1 | | 4 | | | | 6 | | | | 1 | | | | 1 | | | | | 13 | 38 |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TOTAL | 67 | 29 | 116 | 68 | 6 | 6 | 3 | 17 | 108 | 69 | 165 | 190 | | | | 8 | 1 | 1 | 3 | 6 | 863 | 11235 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 469
TOTAL PART-TIME: 394

TOTAL ENTERING: 280
TOTAL RE-ENTRY: 32
TOTAL RETURNING: 532
TOTAL EMPLOYEES: 8
TOTAL EMP.DES.: 11

TOTAL MALES: 287
TOTAL FEMALES: 576

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 361 | 291 | 652 | 8671 |
| TOTAL A.S. DEGREES | 105 | 83 | 188 | 2442 |
| TOTAL DIPLOMAS | 3 | 4 | 7 | 75 |
| TOTAL NON-DEGREES | | 3 | 3 | 9 |
| TOTAL SPECIAL | | 13 | 13 | 38 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1990 CED SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | | 2 | 2 | 22 | | 4 | | 12 | 3 | 16 | 3 | 46 | | | | | | | | | 110 | 591 |
| BS COMP INFO SYSTEM | | 2 | | | | 1 | | 1 | | 5 | 1 | 3 | | | | | | | | | 13 | 78 |
| BS BUS AD | 1 | 19 | 1 | 50 | 2 | 23 | 2 | 22 | 17 | 85 | 15 | 115 | | | | 1 | | | | | 353 | 1956 |
| NON-DEGREE STATUS | | 7 | | 13 | | 6 | | 3 | | 2 | | 3 | | | | 1 | | | | | 35 | 105 |
| AS ACCOUNTING | | | | 10 | | 1 | | 9 | | 4 | | 37 | | | | | | | | | 61 | 297 |
| AS BUS AD | | 4 | 2 | 20 | | 5 | | 11 | 1 | 18 | 4 | 38 | | | | 1 | | 3 | | | 107 | 516 |
| AS COMP INFO SYSTEM | | 2 | | | | | | | | 1 | | 7 | | | | | | | | | 10 | 45 |
| SPECIAL STUDENT | | 14 | 1 | 41 | | 4 | | 15 | | 3 | | 15 | | | | | | 2 | | 1 | 96 | 369 |
| BS BUS AD - ACCTG | | | | | | | | | | | | 1 | | | | | | | | | 1 | 4 |
| TOTAL | 1 | 50 | 6 | 156 | 2 | 44 | 2 | 73 | 21 | 134 | 23 | 265 | | | | 3 | | 5 | | 1 | 786 | 3966 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 55
TOTAL PART-TIME: 731

TOTAL ENTERING: 213
TOTAL RE-ENTRY: 121
TOTAL RETURNING: 443
TOTAL EMPLOYEES: 3
TOTAL EMP.DES.: 6

TOTAL MALES: 257
TOTAL FEMALES: 529

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 47 | 430 | 477 | 2634 |
| TOTAL A.S. DEGREES | 7 | 171 | 178 | 858 |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | 35 | 35 | 105 |
| TOTAL SPECIAL | 1 | 95 | 96 | 369 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1990 GRD SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRAD (TRANSIENT) | --- | --- | --- | 1 --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1 --- | 3 --- |
| MS IN BUSINESS | --- | 1 --- | --- | 1 --- | --- | 3 --- | --- | 2 --- | --- | 36 --- | 1 --- | 40 --- | --- | --- | --- | 2 --- | --- | --- | --- | --- | 86 --- | 348 --- |
| SPECIAL STUDENT | --- | 38 --- | --- | 17 --- | --- | 7 --- | --- | 4 --- | --- | 28 --- | --- | 19 --- | --- | 1 --- | --- | --- | --- | --- | --- | --- | 114 --- | 447 --- |
| TOTAL | | 39 | | 19 | | 10 | | 6 | | 64 | 1 | 59 | | 1 | | 2 | | | | | 201 | 798 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

| | |
|---|---|
| TOTAL FULL-TIME: | 1 |
| TOTAL PART-TIME: | 200 |
| TOTAL ENTERING: | 58 |
| TOTAL RE-ENTRY: | 16 |
| TOTAL RETURNING: | 124 |
| TOTAL EMPLOYEES: | 3 |
| TOTAL EMP.DES.: | |
| TOTAL MALES: | 114 |
| TOTAL FEMALES: | 87 |

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | 1 | 85 | 86 | 348 |
| TOTAL B.S. DEGREES | | | | |
| TOTAL A.S. DEGREES | | | | |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | | | |
| TOTAL SPECIAL | | 114 | 114 | 447 |
| TOTAL NOT CODED | | 1 | 1 | 3 |

(SREGB3) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1991 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC/MI | | | 2 | 1 | 1 | | | | | | | | | | | | | | | | 4 | 54 |
| BS ACCT - MGMNT/MIS | | | | | | | | | | | | | | | | | | | | | 1 | 15 |
| BS ACCT - PUBLIC | 1 | | | | | | | | | | | | | | | 1 | 2 | | | | 128 | 1779 |
| BS ACCT - MGMNT | 20 | 3 | 27 | 4 | 1 | 2 | | 2 | 16 | 11 | 26 | 13 | | | | | | | | | 22 | 297 |
| BS ACCT - PUBLIC/CI | 5 | 2 | 3 | | | | 1 | | 3 | 1 | 2 | 5 | | | | | | | | | 14 | 210 |
| BS ACCT - MGMNT/CIS | 3 | | 2 | | | | | | 2 | | 6 | 1 | | | | | | | | | 5 | 60 |
| BS MGMNT INFO SYSTE | 2 | | 1 | | | | | | | | | 2 | | | | | | | | | 13 | 180 |
| BS COMP INFO SYSTEM | 4 | 1 | 2 | 1 | | | | | | | 3 | | | | | 1 | | | 1 | | 21 | 282 |
| BS BUS AD - FIN MGM | | | 1 | | | | | | 4 | 4 | 5 | 1 | | | | 1 | | | | | 21 | 265 |
| BS BUS AD | 1 | 3 | 1 | | | | | 1 | 4 | 3 | 3 | 4 | | | | | | | 1 | | 78 | 1083 |
| BS BUS AD - MRKTNG | 10 | 4 | 7 | 1 | 1 | 1 | | | 26 | 13 | 10 | 4 | | | | 1 | | | | | 57 | 825 |
| BS BUS AD - SPORT M | 9 | 2 | 3 | 1 | | 1 | | | 18 | 6 | 14 | 1 | | | | | | 1 | 1 | | 18 | 267 |
| BS BUS AD - MGMNT | 6 | 2 | 3 | | | | | | 6 | | | | | | | | | | | | 95 | 1369 |
| BS NURSING | 14 | 2 | 12 | 1 | 1 | | | | 28 | 10 | 20 | 5 | | | | 1 | | | 1 | | 202 | 2568 |
| AS BROADCAST COMM | | 2 | 19 | 34 | | | | 3 | 3 | 5 | 39 | 94 | | | | | | | | 3 | 17 | 240 |
| NON-DEGREE STATUS | 12 | | 3 | 1 | | 1 | | | | | | | | | | | | | | | 5 | 15 |
| BS BUS TCH ED - ACT | | 1 | | 2 | | 1 | | | | | | | | 1 | | | | | | | 2 | 27 |
| BS BUS TCH ED - BUS | | | | | | | | | | 1 | 1 | | | | | | | | | | 20 | 295 |
| BS BUS TCH ED - OFF | 2 | 1 | 1 | | | | | | 2 | 3 | 9 | 1 | | | | | | | 1 | | 3 | 45 |
| BS BUS TCH ED - CIS | | | 1 | | | | | | | | 2 | | | | | | | | | | 4 | 57 |
| BS BUS TCH ED - MIS | | | | | | | | | 1 | | 1 | 2 | | | | | | | | | 1 | 15 |
| AS ACCOUNTING | | | | | | | 1 | | | | | | | | | | | | | | 7 | 96 |
| BS OM-SS - COURT/RP | 1 | | 2 | | 1 | | | | | | | 3 | | | | | | | | | 12 | 165 |
| BS OM-SS - EX/ACCT | | | 3 | | | | | | | | 4 | 5 | | | | | | | | | 1 | 15 |
| BS OM-SS - EX/SHTU | | | | | | | | | | | 1 | | | | | | | | | | 1 | 6 |
| BS OM-SS - EX/MGMT | | | | | | | | | | | | 1 | | | | | | | | | 1 | 15 |
| | | | 1 | | | | | | | | | | | | | | | | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1991 DAY SCHOOL
1/19/93

| MAJORS | -----ENTERING----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----RE-ENTRY----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----RETURNING---- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | ----EMPLOYEE------ MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | -----EMP.DES.----- MALE F-T | MALE P-T | FEMALE F-T | FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AS OM-SS - COURT/RP | --- | --- | 3 | 1 | --- | --- | --- | --- | --- | --- | 7 | 6 | --- | --- | --- | --- | --- | --- | --- | --- | 17 | 216 |
| AS OM-SS - ADM/ASS' | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 21 |
| AS OM-SS - INFO/PRO | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 42 |
| AS OM-SS - LEGAL/AS | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | 1 | 1 | --- | --- | --- | --- | --- | --- | --- | --- | 4 | 60 |
| AS BUS AD | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 48 | 613 |
| AS MEDICAL ASST | 4 | 9 | 3 | 3 | --- | 2 | --- | --- | 5 | 5 | 9 | 4 | --- | --- | --- | 1 | --- | 1 | --- | 2 | 13 | 181 |
| AS OM-SS - MED/ADM | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 5 | 3 | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 46 |
| DIPLOMA OM-SS - OA | --- | --- | 2 | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 36 |
| AS COMP INFO SYSTEM | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 5 | 66 |
| AS INFO SYSTEMS | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 30 |
| AS OM-SS - PARALEGA | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 23 | 309 |
| SPECIAL STUDENT | 1 | --- | 1 | --- | --- | --- | --- | --- | 1 | 1 | 1 | 4 | --- | --- | --- | --- | --- | --- | --- | --- | 8 | 38 |
| | 1 | --- | 6 | 2 | --- | --- | --- | --- | --- | --- | --- | 7 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | 1 | | 2 | --- | --- | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TOTAL | 96 | 33 | 114 | 58 | 5 | 8 | 2 | 7 | 125 | 63 | 176 | 172 | | 2 | | 7 | 3 | 2 | 6 | 5 | 884 | 11903 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 527
TOTAL PART-TIME: 357

TOTAL ENTERING: 301
TOTAL RE-ENTRY: 22
TOTAL RETURNING: 536
TOTAL EMPLOYEES: 9
TOTAL EMP.DES.: 16

TOTAL MALES: 337
TOTAL FEMALES: 547

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 444 | 280 | 724 | 9894 |
| TOTAL A.S. DEGREES | 82 | 62 | 144 | 1920 |
| TOTAL DIPLOMAS | 1 | 2 | 3 | 36 |
| TOTAL NON-DEGREES | | 5 | 5 | 15 |
| TOTAL SPECIAL | | 8 | 8 | 38 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1991 CED SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | | 9 | 1 | 14 | | 1 | 1 | 9 | 5 | 31 | | 69 | | | | | | | | | 140 | 753 |
| BS MGMNT INFO SYSTE | | | | | 1 | 2 | | | | | | | | | | | | | | | 3 | 21 |
| BS COMP INFO SYSTEM | | | | | | | | | 1 | 5 | | 3 | | | | | | | | | 9 | 42 |
| BS BUS AD | 3 | 11 | 3 | 21 | | 12 | 3 | 22 | 11 | 72 | 11 | 131 | | | | 1 | | | | | 301 | 1582 |
| NON-DEGREE STATUS | | 13 | | 15 | | 4 | | 1 | | 2 | | 6 | | | | | | | | | 41 | 130 |
| AS ACCOUNTING | | 3 | | 6 | | 1 | | 11 | | 4 | 3 | 29 | | | | | | 1 | | | 58 | 261 |
| AS BUS AD | 1 | 6 | 2 | 7 | | 5 | | 9 | 3 | 15 | 9 | 58 | | | | 2 | | 2 | | | 119 | 657 |
| AS COMP INFO SYSTEM | | | | | | | | | | | | 3 | | | | | | | | | 3 | 9 |
| AS INFO SYSTEMS | | 1 | | | | 1 | | | | | | | | | | 1 | | | | | 2 | 9 |
| SPECIAL STUDENT | | 23 | | 82 | | 4 | | 12 | 3 | 5 | | 19 | | | | | | | | | 149 | 562 |
| BS BUS AD - ACCTG | | | | | | | | | | | | 1 | | | | | | | | | 1 | 6 |
| TOTAL | 4 | 66 | 6 | 145 | 1 | 30 | 4 | 64 | 23 | 134 | 23 | 319 | | | | 4 | | 3 | | | 826 | 4032 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 61
TOTAL PART-TIME: 765

TOTAL ENTERING: 221
TOTAL RE-ENTRY: 99
TOTAL RETURNING: 499
TOTAL EMPLOYEES: 4
TOTAL EMP.DES.: 3

TOTAL MALES: 261
TOTAL FEMALES: 565

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 40 | 414 | 454 | 2404 |
| TOTAL A.S. DEGREES | 18 | 164 | 182 | 936 |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | 41 | 41 | 130 |
| TOTAL SPECIAL | 3 | 146 | 149 | 562 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1991 GRD SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MS IN BUSINESS | 1 | 1 | | 1 | | 8 | | 6 | 1 | 38 | | 44 | | | | 1 | | | | | 101 | 459 |
| SPECIAL STUDENT | 1 | 23 | | 33 | | 8 | | 4 | | 32 | 3 | 21 | | 1 | | 2 | | | | | 128 | 522 |
| TOTAL | 2 | 24 | | 34 | | 16 | | 10 | 1 | 70 | 3 | 65 | | 1 | | 3 | | | | | 229 | 981 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 6
TOTAL PART-TIME: 223

TOTAL ENTERING: 60
TOTAL RE-ENTRY: 26
TOTAL RETURNING: 139
TOTAL EMPLOYEES: 4
TOTAL EMP.DES.:

TOTAL MALES: 114
TOTAL FEMALES: 116

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | 2 | 99 | 101 | 459 |
| TOTAL B.S. DEGREES | | | | |
| TOTAL A.S. DEGREES | | | | |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | | | |
| TOTAL SPECIAL | 4 | 124 | 128 | 522 |
| TOTAL NOT CODED | | | | |

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC/MI | 1 | 1 | 5 | | | | | | 1 | 1 | 4 | 2 | | | | | | | | | 13 | 183 |
| BS ACCT - MGMNT/MIS | 1 | 1 | | | | | | | 1 | | | | | | | | | | | | 3 | 33 |
| BS ACCT - PUBLIC | 7 | 4 | 17 | 3 | | 2 | 3 | | 28 | 13 | 28 | 13 | | | | 1 | | 2 | | | 121 | 1695 |
| BS ACCT - MGMNT | 4 | 1 | 3 | 2 | | 2 | | | 5 | 1 | 5 | 4 | | | | | | | | | 27 | 375 |
| BS ACCT - PUBLIC/CI | | | | | | | | | | | 1 | 1 | | | | | | | | | 2 | 27 |
| BS ACCT - MGMNT/CIS | | | | | | | | | 1 | | | 1 | | | | | | | | | 2 | 18 |
| BS MGMNT INFO SYSTE | 5 | 2 | 1 | 1 | 1 | 1 | | 1 | 3 | 2 | 6 | | | | | | | | | | 23 | 321 |
| BS COMP INFO SYSTEM | | | | | | | | | 2 | 2 | 2 | 2 | | | | 1 | | | | | 9 | 105 |
| BS BUS AD - FIN MGM | 3 | 2 | 1 | | | | 1 | | 7 | 2 | 7 | 3 | | | | | | | 1 | | 27 | 372 |
| BS BUS AD | 2 | 3 | 4 | 2 | | | | | 26 | 13 | 7 | 2 | | | | 1 | | | | | 60 | 828 |
| BS BUS AD - MARKING | 3 | | 3 | | 2 | | 1 | | 29 | 5 | 10 | 3 | | | | | | | | | 56 | 828 |
| BS BUS AD - SPORT M | 10 | 5 | 2 | | | 1 | | | 8 | | 5 | | | | | | 1 | 1 | | | 33 | 474 |
| BS BUS AD - MGMNT | 11 | 3 | 8 | 2 | | | 2 | | 30 | 12 | 30 | 3 | | | | 2 | | | 2 | | 105 | 1476 |
| BS NURSING | | 6 | 20 | 57 | | | 1 | 7 | 4 | 3 | 46 | 107 | | | | | | 1 | | 3 | 257 | 3038 |
| AS BROADCAST COMM | 8 | | 3 | | | | | | 2 | 1 | | | | | | | | | | | 14 | 204 |
| NON-DEGREE STATUS | | | | 2 | | | | | | | | | | | | 5 | | | | | 7 | 23 |
| BS BUS TCH ED - ALT | | | | | | | | | | 1 | 1 | | | | | | | | | | 2 | 23 |
| BS BUS TCH ED - BUS | | | 1 | | | 1 | | | 2 | 3 | 2 | 3 | | | | | | | | | 12 | 159 |
| BS BUS TCH ED - OFF | | | | | | | | 1 | | | 2 | | | | | | | | | | 3 | 43 |
| BS BUS TCH ED - MIS | | | 1 | | | | | | | | 1 | | | | | | | | | | 2 | 31 |
| BS OM-SS - EX/MIS | | | | | | | | | | | 1 | | | | | | | | | | 1 | 15 |
| BS COURT REPORTING | | | 2 | | | | | | | | | 1 | | | | | | | | | 3 | 42 |
| AS PARALEGAL | | | 15 | 6 | | | 1 | | | | | | | | | | | | | | 22 | 312 |
| AS INFORMATION PROC | | | 1 | | | | | | | | | | | | | | | | | | 1 | 15 |
| AS ACCOUNTING | 2 | 2 | 7 | | | | | 1 | 1 | 1 | 4 | 2 | | | | | | | | | 20 | 282 |
| BS OM-SS - COURT/RP | | | 2 | | | | | | | | 2 | 1 | | | | | | | | | 5 | 72 |

STUDENT MAJOR/STATUS STATISTICS FALL TERM 1992 DAY SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS OM-SS - EX/ACCT | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 1 | 1 | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 27 |
| BS OM-SS - EX/SHTD | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - COURT/RP | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 4 | 45 |
| AS OM-SS - ADM/ASS* | --- | --- | 4 | 3 | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - INFO/PRO | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 6 | --- | --- | --- | --- | --- | --- | --- | --- | 16 | 198 |
| AS OM-SS - LEGAL/AS | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS BUS AD | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 30 |
| AS MEDICAL ASST | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS OM-SS - MED/ADM | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 4 | 57 |
| DIPLOMA OM-SS - OA | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS COMP INFO SYSTEM | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 45 |
| AS INFO SYSTEMS | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BS EXEC ADM SPEEDWR | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 44 | 570 |
| AS OM-SS - PARALEGA | 3 | 5 | 5 | 4 | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AS MEDICAL ADMIN AS | --- | --- | --- | --- | --- | --- | 2 | --- | 5 | 4 | 8 | 3 | --- | --- | --- | --- | --- | --- | --- | --- | 23 | 312 |
| SPECIAL STUDENT | --- | --- | 9 | 6 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| BS/MSB ACCT - PUBLI | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 3 | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| TOTAL | 61 | 38 | 122 | 98 | 3 | 8 | 12 | 17 | 160 | 67 | 194 | 180 | --- | 1 | --- | 12 | 3 | 4 | 5 | 4 | 989 | 12935 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 560
TOTAL PART-TIME: 429

TOTAL ENTERING: 319
TOTAL RE-ENTRY: 40
TOTAL RETURNING: 601
TOTAL EMPLOYEES: 13
TOTAL EMP.DES.: 16

TOTAL MALES: 345
TOTAL FEMALES: 644

TOTAL MASTER DEGREES
TOTAL B.S. DEGREES 444 331 775 27c
TOTAL A.S. DEGREES 116 71 187 25[illegible]
TOTAL DIPLOMAS 1 1 *
TOTAL NON-DEGREES 7 7 **
TOTAL SPECIAL 17 ** **
TOTAL NOT CODED

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1992 CED SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BS ACCT - PUBLIC | | 3 | 2 | 15 | 2 | 4 | 2 | 13 | 2 | 28 | 4 | 82 | | | | | | | | | 157 | 877 |
| BS MGMNT INFO SYSTE | | | | | | | | 1 | | | | | | | | | | | | | 1 | 3 |
| BS COMP INFO SYSTEM | | | | | | | | | 1 | 1 | | 1 | | | | | | | | | 3 | 18 |
| BS BUS AD | 1 | 13 | | 37 | 2 | 10 | 3 | 23 | 6 | 77 | 8 | 138 | | | | | | | | 1 | 319 | 1593 |
| BS BUS AD - MRKTNG | | | | | | 1 | | | | | | | | | | | | | | | 1 | 6 |
| BS BUS AD - MGMNT | | | | | 1 | | | | | | | | | | | | | | | | 1 | 12 |
| NON-DEGREE STATUS | | 3 | | 16 | | 4 | | 1 | | 2 | | 5 | | | | 1 | | | | | 32 | 102 |
| AS ACCOUNTING | | 3 | 1 | 10 | | | | 4 | | 7 | 2 | 36 | | | | | | 1 | | | 64 | 303 |
| AS BUS AD | | 9 | 1 | 21 | 1 | 3 | | 12 | 2 | 16 | 3 | 52 | | | | 3 | | 1 | | 1 | 125 | 666 |
| AS COMP INFO SYSTEM | | | | | | | | | | | | 2 | | | | | | | | | 2 | 5 |
| AS INFO SYSTEMS | | 1 | | | | | | | | 2 | | 4 | | | | | | | | | 7 | 30 |
| AS UM-SS - PARALEGA | | | | | | | | 1 | | | | | | | | | | | | | 1 | 6 |
| SPECIAL STUDENT | | 25 | | 74 | 2 | 6 | | 13 | 1 | 16 | | 26 | | 1 | | 1 | | | | 2 | 167 | 625 |
| TOTAL | 1 | 57 | 4 | 173 | 6 | 28 | 5 | 68 | 12 | 149 | 17 | 346 | | 1 | | 5 | | 2 | | 4 | 880 | 4247 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 47
TOTAL PART-TIME: 833

TOTAL ENTERING: 235
TOTAL RE-ENTRY: 109
TOTAL RETURNING: 524
TOTAL EMPLOYEES: 6
TOTAL EMP.DES.: 6

TOTAL MALES: 258
TOTAL FEMALES: 622

| | | | | |
|---|---|---|---|---|
| TOTAL MASTER DEGREES | | | | |
| TOTAL B.S. DEGREES | 34 | 448 | 482 | 2504 |
| TOTAL A.S. DEGREES | 10 | 189 | 199 | 1011 |
| TOTAL DIPLOMAS | | | | |
| TOTAL NON-DEGREES | | 32 | 32 | 102 |
| TOTAL SPECIAL | 3 | 164 | 167 | 625 |
| TOTAL NOT CODED | | | | |

(SREG83) STUDENT MAJOR/STATUS STATISTICS FALL TERM 1992 GRD SCHOOL
1/19/93

| MAJORS | ENTERING MALE F-T | ENTERING MALE P-T | ENTERING FEMALE F-T | ENTERING FEMALE P-T | RE-ENTRY MALE F-T | RE-ENTRY MALE P-T | RE-ENTRY FEMALE F-T | RE-ENTRY FEMALE P-T | RETURNING MALE F-T | RETURNING MALE P-T | RETURNING FEMALE F-T | RETURNING FEMALE P-T | EMPLOYEE MALE F-T | EMPLOYEE MALE P-T | EMPLOYEE FEMALE F-T | EMPLOYEE FEMALE P-T | EMP.DES. MALE F-T | EMP.DES. MALE P-T | EMP.DES. FEMALE F-T | EMP.DES. FEMALE P-T | TOTAL HEAD CNT | TOTAL SEMEST CREDIT |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRAD (TRANSIENT) | --- | 1 | --- | --- | --- | 1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | 2 | 6 |
| MS IN BUSINESS | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SPECIAL STUDENT | --- | 34 | 1 | 19 | --- | 2 | --- | 4 | --- | 38 | --- | 41 | --- | 1 | --- | --- | --- | --- | --- | --- | 86 | 405 |
| TOTAL | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | 35 | 1 | 19 | | 7 | | 11 | 1 | 65 | | 73 | | 1 | | | | | | | 125 | 507 |
| | | | | | | | | | | | | | | | | | | | | | --- | --- |
| | | | | | | | | | | | | | | | | | | | | | 213 | 918 |

FULL-TIME BASED ON 15 DEGREE HOURS FOR DAY STUDENTS
FULL-TIME BASED ON 12 DEGREE HOURS FOR GRAD STUDENTS & OTHER CEED STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR ELLSWORTH EVENING
FULL-TIME BASED ON 9 DEGREE HOURS FOR LORING STUDENTS
FULL-TIME BASED ON 9 DEGREE HOURS FOR PORTLAND EVENING

TOTAL FULL-TIME: 2
TOTAL PART-TIME: 211

TOTAL ENTERING: 55
TOTAL RE-ENTRY: 18
TOTAL RETURNING: 139
TOTAL EMPLOYEES: 1
TOTAL EMP.DES.:

TOTAL MALES: 109
TOTAL FEMALES: 104

| | | | |
|---|---|---|---|
| TOTAL MASTER DEGREES | 86 | 86 | 405 |
| TOTAL B.S. DEGREES | | | |
| TOTAL A.S. DEGREES | | | |
| TOTAL DIPLOMAS | | | |
| TOTAL NON-DEGREES | | | |
| TOTAL SPECIAL | 2 123 | 125 | 507 |
| TOTAL NOT CODED | 2 | 2 | 6 |

CIHE DATA FORM VIII. CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT.

| NAME OF DEPARTMENT OR COMPARABLE UNIT | 4 years ago (19 88 ) | 3 years ago (19 89 ) | 2 years ago (19 90 ) | 1 year ago (19 91 ) | Current year (19 92 ) |
|---|---|---|---|---|---|
| UNDERGRADUATE Continuing Education Division Included | | | | | |
| Arts and Science | 12,242 | 13,284 | 14,076 | 15,145 | 16,491 |
| Management Studies | 15,837 | 15,891 | 16,395 | 17,253 | 18,150 |
| Nursing | 1,625 | 1,503 | 2,460 | 2,152 | 2,489 |
| Professional Studies | 1,671 | 1,883 | 2,330 | 1,708 | 1,734 |
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CIHE DATA FORM VIII. CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT.
Page 2

| | 4 years ago (19 88 ) | 3 years ago (19 89 ) | 2 years ago (19 90 ) | 1 year ago (19 91 ) | Current year (19 92 ) |
|---|---|---|---|---|---|
| NAME OF DEPARTMENT OR COMPARABLE UNIT | | | | | |
| GRADUATE Includes Continuing Education | | | | | |
| Graduate Studies | 1,863 | 1,926 | 1,986 | 2,319 | 2,367 |
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KPMG Peat Marwick

Certified Public Accountants

P.O. Box 507 DTS
One Hundred Middle Street
Portland, ME 04112

Telephone 207 774 5871

Telecopier 207 774 1793

## Independent Auditors' Report

The Board of Trustees
Husson College:

We have audited the accompanying balance sheet of Husson College as of June 30, 1991 and the related statements of changes in fund balances, and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Husson College at June 30, 1991, and the changes in fund balances and the current funds revenues, expenditures, and other changes for the year then ended in conformity with generally accepted accounting principles.

As described in note 3 to the financial statements, the College adopted the provisions of Statement of Financial Accounting Standards No. 93, "Recognition of Depreciation by Not-for-Profit Organizations", in 1991.

KPMG Peat Marwick

September 27, 1991

HUSSON COLLEGE

Balance Sheet

June 30, 1991
(with comparative total for 1990)

| | Current funds | | Loan | Endowment and | Plant | Total | |
|---|---|---|---|---|---|---|---|
| | Unrestricted | Restricted | funds | similar funds | funds | 1991 | 1990 |
| **Assets (note 4)** | | | | | | | |
| Cash and cash equivalents (note 2) | $ 703,933 | - | 7,956 | 721,878 | - | 1,433,767 | 1,198,920 |
| Investments (note 1) | - | - | - | 1,009,908 | - | 1,009,908 | 1,010,450 |
| Investments held by others | - | - | - | 100,000 | - | 100,000 | 100,000 |
| Land held for sale | 50,325 | - | - | 45,000 | - | 95,325 | 95,325 |
| Accounts receivable, less allowance for doubtful accounts of $215,639 in 1991 and $184,904 in 1992 | 941,254 | - | - | - | - | 941,254 | 818,904 |
| Due from Federal Government | - | 300,075 | - | - | - | 300,075 | 125,108 |
| Loans to students, less allowance for doubtful accounts of $55,250 in 1991 and 1990 | - | - | 784,429 | - | - | 784,429 | 733,193 |
| Inventories, at cost | 27,022 | - | - | - | - | 27,022 | 28,296 |
| Prepaid expenses | 121,078 | - | - | - | - | 121,078 | 105,054 |
| Investment in plant (note 3): | | | | | | | |
| Land | - | - | - | - | 284,327 | 284,327 | 284,327 |
| Land improvements | - | - | - | - | 954,613 | 954,613 | 951,346 |
| Buildings and improvements | - | - | - | - | 9,590,434 | 9,590,434 | 9,395,176 |
| Equipment | - | - | - | - | 2,604,430 | 2,604,430 | 2,139,053 |
| | - | - | - | - | 13,433,804 | 13,433,804 | 12,769,902 |
| Less accumulated depreciation | - | - | - | - | 4,175,136 | 4,175,136 | 3,834,172 |
| Net investment in plant | - | - | - | - | 9,258,668 | 9,258,668 | 8,935,730 |
| Due from other funds | 223,365 | - | - | - | - | 223,365 | 150,740 |
| | $ 2,066,977 | 300,075 | 792,385 | 1,876,786 | 9,258,668 | 14,294,891 | 13,301,720 |
| **Liabilities and Fund Balances** | | | | | | | |
| Liabilities: | | | | | | | |
| Accounts payable | 375,694 | - | - | - | - | 375,694 | 244,824 |
| Notes payable (note 4) | - | - | - | - | 2,139,173 | 2,139,173 | 2,239,146 |
| Funds due to students | - | - | - | - | - | - | 34,101 |
| Student deposits | 19,150 | - | - | - | - | 19,150 | 19,800 |
| Accrued liabilities | 425,944 | - | - | - | - | 425,944 | 393,355 |
| Unearned revenue | 255,763 | - | - | - | - | 255,763 | 218,429 |
| Due to other funds | - | 197,734 | 1,248 | 24,383 | - | 223,365 | 150,740 |
| Total liabilities | 1,076,551 | 197,734 | 1,248 | 24,383 | 2,139,173 | 3,439,089 | 3,300,395 |
| Fund balances: | | | | | | | |
| Current funds: | | | | | | | |
| Unrestricted | 990,426 | - | - | - | - | 990,426 | 748,664 |
| Restricted | - | 102,341 | - | - | - | 102,341 | 82,341 |
| Loan funds: | | | | | | | |
| U. S. Government grants refundable | - | - | 703,233 | - | - | 703,233 | 692,289 |
| College funds--restricted | - | - | 87,904 | - | - | 87,904 | 86,536 |
| Endowment and similar funds: | | | | | | | |
| Endowment | - | - | - | 433,264 | - | 433,264 | 305,055 |
| Quasi-endowment, unrestricted | - | - | - | 1,419,139 | - | 1,419,139 | 1,389,856 |
| Plant funds, net investment in plant | - | - | - | - | 7,119,495 | 7,119,495 | 6,696,584 |
| Total fund balances | 990,426 | 102,341 | 791,137 | 1,852,403 | 7,119,495 | 10,855,802 | 10,001,325 |
| Commitments (notes 5 and 9) | | | | | | | |
| | $ 2,066,977 | 300,075 | 792,385 | 1,876,786 | 9,258,668 | 14,294,891 | 13,301,720 |

See accompanying summary of significant accounting policies and notes to financial statements.

HUSSON COLLEGE

Statement of Changes in Fund Balance

Year ended June 30, 1991

| | Current funds | | Loan funds | Endowment and similar funds | Plant funds | Total |
|---|---|---|---|---|---|---|
| | Unrestricted | Restricted | | | | |
| Revenues and other additions: | | | | | | |
| Unrestricted current fund revenues | $ 9,609,579 | - | - | - | - | 9,609,579 |
| State grants--restricted | - | 303,840 | - | - | - | 303,840 |
| Federal grants--restricted | - | 1,280,822 | - | - | - | 1,280,822 |
| Private gifts--restricted | - | 20,777 | - | 55,416 | 5,000 | 81,193 |
| Investment income--restricted | - | 28,714 | - | 2,076 | - | 30,790 |
| Interest on loans receivable | - | - | 17,285 | - | - | 17,285 |
| Miscellaneous | - | - | 2,829 | - | - | 2,829 |
| Total revenues and other additions | 9,609,579 | 1,634,153 | 20,114 | 57,492 | 5,000 | 11,326,338 |
| Expenditures and other deductions: | | | | | | |
| Educational and general expenditures | 7,164,390 | 1,614,153 | - | - | - | 8,778,543 |
| Auxiliary enterprise expenditures | 1,344,552 | - | 7,371 | - | - | 1,351,923 |
| Loan cancellations and write-offs | - | - | 431 | - | - | 431 |
| Depreciation | - | - | - | - | 340,964 | 340,964 |
| Total expenditures and other deductions | 8,508,942 | 1,614,153 | 7,802 | - | 340,964 | 10,471,861 |
| Transfers among funds, additions (deductions): | | | | | | |
| Mandatory: | | | | | | |
| Principal | (109,975) | - | - | - | 109,975 | - |
| Current funds to quasi-endowment funds | (100,000) | - | - | 100,000 | - | - |
| Current funds to plant fund | (648,900) | - | - | - | 648,900 | - |
| Total transfers | (858,875) | - | - | 100,000 | 758,875 | - |
| Net increase for the year | 241,762 | 20,000 | 12,312 | 157,492 | 422,911 | 854,477 |
| Fund balance, beginning of year as previously reported | 748,664 | 82,341 | 778,825 | 1,694,911 | 10,775,414 | 14,080,155 |
| Add (deduct) prior period adjustment (note 3) | - | - | - | - | 4,078,830 | 4,078,830 |
| Fund balance at beginning of year, as adjusted | 748,664 | 82,341 | 778,825 | 1,694,911 | 6,696,584 | 10,001,325 |
| Fund balance at end of year | $ 990,426 | 102,341 | 791,137 | 1,852,403 | 7,119,495 | 10,855,802 |

See accompanying summary of significant accounting policies and notes to financial statements.

KPMG Peat Marwick

Certified Public Accountants

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Portland, ME 04112

Telephone 207 774 5871

Telecopier 207 774 1793

## Independent Auditors' Report

The Board of Trustees
Husson College:

We have audited the accompanying balance sheet of Husson College as of June 30, 1992 and the related statements of changes in fund balances, and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Husson College at June 30, 1992, and the changes in fund balances and the current funds revenues, expenditures, and other changes for the year then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick

October 2, 1992

HUSSON COLLEGE

Balance Sheet

June 30, 1992
(with comparative totals for 1991)

| Assets (note 4) | Current funds: Unrestricted | Current funds: Restricted | Loan funds | Endowment and similar funds | Plant funds | Total: 1992 | Total: 1991 |
|---|---|---|---|---|---|---|---|
| Cash and cash equivalents (note 2) | $ 1,349,198 | - | 13,573 | 387,680 | - | 1,750,451 | 1,433,767 |
| Investments (note 1) | - | - | - | 1,587,700 | - | 1,587,700 | 1,109,908 |
| Land held for sale | 50,325 | - | - | - | - | 50,325 | 95,325 |
| Accounts receivable, less allowance for doubtful accounts of $233,763 in 1992 and $215,639 in 1991 | 1,003,324 | - | - | - | - | 1,003,324 | 941,254 |
| Due from Federal Government | - | 195,853 | - | - | - | 195,853 | 300,075 |
| Loans to students, less allowance for doubtful accounts of $55,250 in 1992 and 1991 | - | - | 829,321 | - | - | 829,321 | 784,429 |
| Inventories, at cost | 23,783 | - | - | - | - | 23,783 | 27,022 |
| Prepaid expenses | 108,429 | - | - | - | - | 108,429 | 121,078 |
| Net investment in plant (note 3) | - | - | - | - | 9,356,612 | 9,356,612 | 9,258,668 |
| Due from other funds | - | - | - | 351,928 | - | 351,928 | 223,365 |
| | $ 2,535,059 | 195,853 | 842,894 | 2,327,308 | 9,356,612 | 15,257,726 | 14,294,891 |
| **Liabilities and Fund Balances** | | | | | | | |
| Liabilities: | | | | | | | |
| Accounts payable | 367,557 | - | - | - | - | 367,557 | 375,694 |
| Notes payable (note 4) | - | - | - | - | 1,912,085 | 1,912,085 | 2,139,173 |
| Student deposits | 110,438 | - | - | - | - | 110,438 | 19,150 |
| Accrued liabilities | 414,647 | - | - | - | - | 414,647 | 425,944 |
| Unearned revenue | 271,165 | - | - | - | - | 271,165 | 255,763 |
| Due to other funds | 237,141 | 100,489 | 12,734 | - | 1,564 | 351,928 | 223,365 |
| Total liabilities | 1,400,948 | 100,489 | 12,734 | - | 1,913,649 | 3,427,820 | 3,439,089 |
| Fund balances: | | | | | | | |
| Current funds: | | | | | | | |
| Unrestricted | 1,134,111 | - | - | - | - | 1,134,111 | 990,426 |
| Restricted | - | 95,364 | - | - | - | 95,364 | 102,341 |
| Loan funds: | | | | | | | |
| U. S. Government grants refundable | - | - | 737,920 | - | - | 737,920 | 703,233 |
| College funds--restricted | - | - | 92,240 | - | - | 92,240 | 87,904 |
| Endowment and similar funds: | | | | | | | |
| Endowment | - | - | - | 558,169 | - | 558,169 | 433,264 |
| Quasi-endowment, unrestricted | - | - | - | 1,769,139 | - | 1,769,139 | 1,419,139 |
| Plant funds, net investment in plant | - | - | - | - | 7,442,963 | 7,442,963 | 7,119,495 |
| Total fund balances | 1,134,111 | 95,364 | 830,160 | 2,327,308 | 7,442,963 | 11,829,906 | 10,855,802 |
| Commitments (notes 5 and 9) | | | | | | | |
| | $ 2,535,059 | 195,853 | 842,894 | 2,327,308 | 9,356,612 | 15,257,726 | 14,294,891 |

See accompanying summary of significant accounting policies and notes to financial statements.

HUSSON COLLEGE

Statement of Changes in Fund Balance

Year ended June 30, 1992

| | Current funds | | Loan | Endowment and | Plant | |
|---|---|---|---|---|---|---|
| | Unrestricted | Restricted | funds | similar funds | funds | Total |
| Revenues and other additions: | | | | | | |
| Unrestricted current fund revenues | $ 10,417,551 | - | - | - | - | 10,417,551 |
| State grants--restricted | - | 288,196 | - | - | - | 288,196 |
| Federal grants--restricted | - | 1,466,433 | 30,000 | - | - | 1,496,433 |
| Private gifts--restricted | - | 28,741 | - | 122,664 | 77,595 | 229,000 |
| Investment income--restricted | - | 29,774 | - | 2,241 | - | 32,015 |
| Interest on loans receivable | - | - | 17,404 | - | - | 17,404 |
| Miscellaneous | - | - | 3,040 | - | - | 3,040 |
| Total revenues and other additions | 10,417,551 | 1,813,144 | 50,444 | 124,905 | 77,595 | 12,483,639 |
| Expenditures and other deductions: | | | | | | |
| Educational and general expenditures | 7,858,790 | 1,774,221 | - | - | - | 9,633,011 |
| Auxiliary enterprise expenditures | 1,415,794 | 45,900 | - | - | - | 1,461,694 |
| Loan cancellations and write-offs | - | - | 17,371 | - | - | 17,371 |
| Loss on disposals of plant assets | - | - | - | - | 4,500 | 4,500 |
| Depreciation | - | - | - | - | 392,959 | 392,959 |
| Total expenditures and other deductions | 9,274,584 | 1,820,121 | 17,371 | - | 397,459 | 11,509,535 |
| Transfers among funds, additions (deductions): | | | | | | |
| Mandatory: | (227,088) | - | - | - | 227,088 | - |
| Principal | (5,950) | - | 5,950 | - | - | - |
| Loan fund matching grant | (350,000) | - | - | 350,000 | - | - |
| Current unrestricted to quasi-endowment | (416,244) | - | - | - | 416,244 | - |
| Current unrestricted to plant fund | (999,282) | - | 5,950 | 350,000 | 643,332 | - |
| Total transfers | 143,685 | (6,977) | 39,023 | 474,905 | 323,468 | 974,104 |
| Net increase (decrease) for the year | 990,426 | 102,341 | 791,137 | 1,852,403 | 7,119,495 | 10,855,802 |
| Fund balance at beginning of year | $ 1,134,111 | 95,364 | 830,160 | 2,327,308 | 7,442,963 | 11,829,906 |
| Fund balance at end of year | | | | | | |

See accompanying summary of significant accounting policies and notes to financial statements.

KPMG Peat Marwick

Certified Public Accountants

P.O. Box 507 DTS
One Hundred Middle Street
Portland, ME 04112

Telephone 207 774 5871

Telecopier 207 774 1793

## Independent Auditors' Report

The Board of Trustees
Husson College:

We have audited the accompanying balance sheet of Husson College as of June 30, 1990 and the related statements of changes in fund balances, and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Husson College at June 30, 1990, and the changes in fund balances and the current funds revenues, expenditures, and other changes for the year then ended in conformity with generally accepted accounting principles.

KPMG Peat Marwick

October 5, 1990

HUSSON COLLEGE

Balance Sheet

June 30, 1990

| Assets (note 4) | Current funds Unrestricted | Current funds Restricted | Loan funds | Endowment and similar funds | Plant funds | Total |
|---|---|---|---|---|---|---|
| Cash and cash equivalents (note 2) | $ 553,679 | - | 57,125 | 588,116 | - | 1,198,920 |
| Investments (note 1) | - | - | - | 1,010,450 | - | 1,010,450 |
| Investments held by others | - | - | - | 100,000 | - | 100,000 |
| Land held for sale | 50,325 | - | - | 45,000 | - | 95,325 |
| Accounts receivable, less allowance for doubtful accounts of $184,904 | 818,904 | - | - | - | - | 818,904 |
| Due from Federal Government | - | 125,108 | - | - | - | 125,108 |
| Loans to students, less allowance for doubtful accounts of $55,250 | - | - | 733,193 | - | - | 733,193 |
| Inventories, at cost | 28,296 | - | - | - | - | 28,296 |
| Prepaid expenses | 105,054 | - | - | - | - | 105,054 |
| Investment in plant (note 3): | | | | | | |
| Land | - | - | - | - | 284,327 | 284,327 |
| Land improvements | - | - | - | - | 1,014,344 | 1,014,344 |
| Buildings and improvements | - | - | - | - | 9,459,113 | 9,459,113 |
| Equipment | - | - | - | - | 2,256,776 | 2,256,776 |
| Due from other funds | 102,915 | 47,825 | - | - | - | 150,740 |
| | $ 1,659,173 | 172,933 | 790,318 | 1,743,566 | 13,014,560 | 17,380,550 |
| **Liabilities and Fund Balances** | | | | | | |
| Liabilities: | | | | | | |
| Accounts payable | 244,824 | - | - | - | - | 244,824 |
| Notes payable (note 4) | - | - | - | - | 2,239,146 | 2,239,146 |
| Funds due to students | 34,101 | - | - | - | - | 34,101 |
| Student deposits | 19,800 | - | - | - | - | 19,800 |
| Accrued liabilities | 393,355 | - | - | - | - | 393,355 |
| Unearned revenue | 218,429 | - | - | - | - | 218,429 |
| Due to other funds | - | 90,592 | 11,493 | 48,655 | - | 150,740 |
| Total liabilities | 910,509 | 90,592 | 11,493 | 48,655 | 2,239,146 | 3,300,395 |
| Fund balances: | | | | | | |
| Current funds: | | | | | | |
| Unrestricted | 748,664 | - | - | - | - | 748,664 |
| Restricted | - | 82,341 | - | - | - | 82,341 |
| Loan funds: | | | | | | |
| U. S. Government grants refundable | - | - | 692,289 | - | - | 692,289 |
| College funds--restricted | - | - | 86,536 | - | - | 86,536 |
| Endowment and similar funds: | | | | | | |
| Endowment | - | - | - | 305,055 | - | 305,055 |
| Quasi-endowment, unrestricted | - | - | - | 1,389,856 | - | 1,389,856 |
| Plant funds, net investment in plant | - | - | - | - | 10,775,414 | 10,775,414 |
| Total fund balances | 748,664 | 82,341 | 778,825 | 1,694,911 | 10,775,414 | 14,080,155 |
| | $ 1,659,173 | 172,933 | 790,318 | 1,743,566 | 13,014,560 | 17,380,550 |

See accompanying summary of significant accounting policies and notes to financial statements.

HUSSON COLLEGE

Statement of Changes in Fund Balance

Year ended June 30, 1990

| | Current funds | | Loan funds | Endowment and similar funds | Plant funds | Total |
|---|---|---|---|---|---|---|
| | Unrestricted | Restricted | | | | |
| Revenues and other additions: | | | | | | |
| Unrestricted current fund revenues | $ 9,627,991 | - | - | - | - | 9,627,991 |
| State grants--restricted | - | 162,822 | - | - | - | 162,822 |
| Federal grants--restricted | - | 1,319,013 | 72,550 | - | - | 1,391,563 |
| Private gifts--restricted | - | 6,264 | - | 60,689 | 36,333 | 103,286 |
| Investment income--restricted | - | 25,561 | - | 3,679 | 5,636 | 34,876 |
| Interest on loans receivable | - | - | 16,310 | - | - | 16,310 |
| Proceeds from the sale of plant | - | - | - | - | 94,910 | 94,910 |
| Miscellaneous | - | - | 4,856 | - | - | 4,856 |
| Total revenues and other additions | 9,627,991 | 1,513,660 | 93,716 | 64,368 | 136,879 | 11,436,614 |
| Expenditures and other deductions: | | | | | | |
| Educational and general expenditures | 6,490,452 | 1,494,504 | - | - | - | 7,984,956 |
| Auxiliary enterprise expenditures | 1,396,605 | - | 7,804 | - | - | 1,404,409 |
| Loan cancellations and write-offs | - | - | 2,563 | - | - | 2,563 |
| Realized loss on sale of investments | - | - | - | 3,529 | - | 3,529 |
| Disposal of plant facilities | - | - | - | - | 71,308 | 71,308 |
| Total expenditures and other deductions | 7,887,057 | 1,494,504 | 10,367 | 3,529 | 71,308 | 9,466,765 |
| Transfers among funds, additions (deductions): | | | | | | |
| Mandatory: | | | | | | |
| Principal | (193,197) | - | - | - | 193,197 | - |
| Loan funds matching grant | (8,061) | - | 8,061 | - | - | - |
| Current funds to quasi-endowment funds | (631,540) | - | - | 631,540 | - | - |
| Current funds to plant fund | (615,812) | - | - | - | 615,812 | - |
| Total transfers | (1,448,610) | - | 8,061 | 631,540 | 809,009 | - |
| Net increase for the year | 292,324 | 19,156 | 91,410 | 692,379 | 874,580 | 1,969,849 |
| Fund balance, beginning of year as previously reported | 401,568 | 37,068 | 687,415 | 1,035,797 | 9,900,834 | 12,062,682 |
| Add (deduct) prior period adjustments (note 8) | 54,772 | 26,117 | - | (33,265) | - | 47,624 |
| Fund balance at beginning of year, as adjusted | 456,340 | 63,185 | 687,415 | 1,002,532 | 9,900,834 | 12,110,306 |
| Fund balance, end of year | $ 748,664 | 82,341 | 778,825 | 1,694,911 | 10,775,414 | 14,080,155 |

See accompanying summary of significant accounting policies and notes to financial statements.

# HUSSON COLLEGE
## BUDGET SUMMARY
## FOR THE YEAR ENDED JUNE 30, 1993

| | 1990-91 ACTUAL | 1991-92 BUDGET | 1991-92 YEAR-END EST. | 1992-93 BUDGET |
|---|---|---|---|---|
| REVENUES: | | | | |
| TUITION AND FEES | $5,594,623 | $6,156,976 | $6,050,000 | $6,285,522 |
| GOVT. GRANTS AND CONTRACTS | 1,609,476 | 1,545,901 | 1,700,000 | 1,705,453 |
| PRIVATE GIFTS & ENDOW. INCOME | 187,523 | 200,000 | 250,000 | 210,000 |
| AUXILIARY ENTERPRISES | 2,565,162 | 2,650,835 | 2,500,000 | 2,500,100 |
| OTHER SOURCES | 492,973 | 473,095 | 475,000 | 490,845 |
| TOTAL REVENUES | 10,449,757 | 11,026,807 | 10,975,000 | 11,191,920 |
| EXPENDITURES: | | | | |
| INSTRUCTIONAL | 1,970,826 | 2,305,799 | 2,300,000 | 2,406,810 |
| ACADEMIC SUPPORT | 247,147 | 248,234 | 225,000 | 208,991 |
| STUDENT SERVICES | 950,825 | 1,088,371 | 1,050,000 | 1,129,471 |
| INSTITUTIONAL SUPPORT | 2,100,340 | 2,296,786 | 2,250,000 | 2,413,908 |
| PLANT OPER. AND MAINTENANCE | 487,922 | 540,125 | 500,000 | 535,543 |
| SCHOLARSHIPS AND STUDENT EMPLOY. | 1,906,432 | 1,893,608 | 2,025,000 | 2,025,194 |
| INTEREST ON DEBT | 200,548 | 192,582 | 193,000 | 131,461 |
| AUXILIARY ENTERPRISES | 1,465,080 | 1,574,995 | 1,500,000 | 1,556,305 |
| TOTAL EXPENDITURES | 9,329,120 | 10,140,500 | 10,043,000 | 10,407,683 |
| NET CONTRIBUTION | 1,120,637 | 886,307 | 932,000 | 784,237 |
| RESERVE FOR CONTINGENCIES | | 165,000 | 40,000 | 150,000 |
| NET CONTRIBUTION AFTER RESERVE | 1,120,637 | 721,307 | 892,000 | 634,237 |
| OTHER ITEMS AFFECTING CURRENT FUND: | | | | |
| DEBT PRINCIPAL PAYMENTS | 109,975 | 113,283 | 233,000 | 124,403 |
| CAPITAL EXPENDITURES | 648,900 | 500,000 | 550,000 | 500,000 |
| TRANSFER TO QUASI-ENDOWMENT | 100,000 | | | |
| TOTAL OTHER ITEMS | 858,875 | 613,283 | 783,000 | 624,403 |
| CURRENT FUND SURPLUS | $261,762 | $108,024 | $109,000 | $9,834 |

# 1992-93 BUDGET ASSUMPTIONS AND HIGHLIGHTS

1. Enrollments:

   a. Day Division enrollments expected to be 915 students in the fall semester and 890 students in the spring semester. This represents about a 2% increase over 1991-92. Financial FTE's (net of nursing tuition) projected as follows:

| | 1992-93 | 1991-92 Actual |
|---|---|---|
| Fall Semester | 745 | 720 |
| Spring Semester | 715 | 700 |
| Avg. for the year | 730 | 710 |

   b. CED enrollments projected to be about 7% greater than current estimate for 1991-92. Combined with a 5% tuition increase, incremental revenue projected to be $150,000 over 1991-92.

   c. Graduate school and I.C.L.S. enrollments projected to be approximately equal to current estimate for 1991-92.

2. Anticipated Residence Hall Occupancy Rates:

| | 1992-93 | 1991-92 Actual |
|---|---|---|
| Husson Students: | | |
| Fall | 438 | 430 |
| Spring | 427 | 419 |
| Avg for the year | 432.5 | 424.5 |
| N.E.S.B.: | | |
| Fall | 45 | 32 |
| Spring | 42 | 27 |
| Avg for the year | 43.5 | 29.5 |
| I.C.L.S.: | | |
| Avg for the year | 25 | 28 (est) |
| Totals | 501 | 482 |

Note: Maximum occupancy is approximately 550 students; therefore, a shortage of space is not anticipated.

3. Personnel Changes: **Net Effect**

   a. Addition of full-time Sports Mgmt. faculty member
   b. Addition of full-time Med. Assist. faculty member
   c. Addition of full-time English faculty member
   d. Reduction of Business Education faculty member
   e. Reduction of 1/2 salary of Dean, Health Prof.

f. Fringe benefits on above changes

Total Financial Impact $35,000

4. $100,000 allocated for pay increases.

5. Institutional aid programs anticipated to be funded at the same level as 1991-92. Savings resulting from higher Federal guaranteed student loan lending levels expected to offset anticipated enrollment growth.

6. Heating oil prices expected to average $27 per Bbl. Electricity prices not expected to increase over current level.

7. Savings of $50,000 resulting from refinancing long-term debt. Variable interest rate anticipated to average 7.25%.

8. Adjunct faculty pay budgeted to increase from $1,600 per course to $1,800 per course in the Graduate Program and from $1,300/$1,500 per course to $1,500/$1,700 per course in the Day Division Undergraduate Program. Based on legal advice, adjunct faculty will continue to be classified as independent contractors with no voluntary or involuntary fringe benefits.

# PROPOSED CAPITAL BUDGET
## 1992-93

| | | |
|---|---|---|
| **Academics:** | | |
| Library acquisitions (books & periodicals) | $70,000 | |
| New computer Laboratory: | | |
| Equipment - "Sawyer Computer Center" | 48,000 | |
| Chairs and room modifications | 3,000 | |
| Computer equipment for faculty and staff | 17,000 | |
| Chemical storage cabinet | 900 | |
| Color projection panel | 1,100 | |
| Total Academics | | $140,000 |
| **Student Affairs:** | | |
| Residence hall renovations: | | |
| Bathrooms | 40,000 | |
| Handicapped accessibility | 20,000 | |
| Arrowhead Lounge | 15,000 | |
| Other | 50,000 | |
| Dining Services equipment | 15,000 | |
| Total Student Affairs | | 140,000 |
| **Operations:** | | |
| Replace underground oil tank - Hart Hall | 50,000 | |
| Trench box | 4,000 | |
| Retube #2 boiler - Hart Hall | 30,000 | |
| Replace 4 circulator pumps | 20,000 | |
| Resurface loading area and sidewalk to Gym | 28,500 | |
| Dedicated file server - Financial Aid | 3,000 | |
| Software for maintaining AIMS files | 4,000 | |
| Furnishings for Business Office | 500 | |
| Total Operations | | 140,000 |
| **Athletics:** | | |
| Softball field renovations | 5,000 | |
| New paneling/padding on end lines | 5,000 | |
| Training room renovations | 5,000 | |
| Parking lot renovations | 10,000 | |
| Locker room remodeling | 10,000 | |
| Total Athletics | | 35,000 |
| **Institutional Programs:** | | |
| New car for Admissions | 10,000 | |
| Computer equipment for Public Relations | 5,000 | |
| Total Institutional Programs | | 15,000 |
| President's Office - computer and printer | | 2,000 |
| Development Office - new office chair | | 200 |
| Contingency | | 27,800 |
| Total Capital Budget | | $500,000 |

HUSSON COLLEGE
SCHEDULE OF EXPENSES
FOR THE 1991-92 AND 1992-93 FISCAL YEARS

| EXPENSE CATEGORY | 1991-92 BUDGET | 1992-93 BUDGET | INCREASE <DECREASE> | PERCENT OF TOTAL | PERCENT CHANGE |
|---|---|---|---|---|---|
| PERSONNEL COSTS: | | | | | |
| INSTRUCTIONAL | $1,551,199 | $1,666,659 | $115,460 | 18.64% | 6.93% |
| ACADEMIC SUPPORT | 219,571 | 175,479 | <44,092> | 1.96% | -25.13% |
| STUDENT SERVICES | 769,261 | 807,452 | 38,191 | 9.03% | 4.73% |
| INSTITUTIONAL SUPPORT | 787,754 | 767,636 | <20,118> | 8.59% | -2.62% |
| OPERATIONS & MAINTENANCE | 200,754 | 196,777 | <3,977> | 2.20% | -2.02% |
| STUDENT EMPLOYMNT | 391,748 | 393,054 | 1,306 | 4.40% | 0.33% |
| AUXILIARY ENTERPRISES | 844,257 | 869,545 | 25,288 | 9.73% | 2.91% |
| TOTAL PERSONNEL COSTS | 4,764,544 | 4,876,602 | 112,058 | 54.54% | 2.30% |
| CONTRACTED SERVICES - INSTRUCTIONAL | 747,930 | 818,030 | 70,100 | 9.15% | 8.57% |
| UTILITIES | 510,620 | 493,898 | <16,722> | 5.52% | -3.39% |
| FOOD COSTS | 488,468 | 488,655 | 187 | 5.47% | 0.04% |
| REPAIRS AND MAINTENANCE | 282,717 | 325,176 | 42,459 | 3.64% | 13.06% |
| CONTRACTED SERVICES - OTHER | 255,109 | 240,477 | <14,632> | 2.69% | -6.08% |
| ATHLETIC GRANTS | 250,440 | 250,440 | 0 | 2.80% | 0.00% |
| TRAVEL AND ENTERTAINMENT | 204,828 | 213,779 | 8,951 | 2.39% | 4.19% |
| INTEREST ON DEBT | 192,582 | 131,461 | <61,121> | 1.47% | -46.49% |
| EQUIPMENT AND SPACE RENTAL | 180,677 | 173,387 | <7,290> | 1.94% | -4.20% |
| MEDIA ADVERTISING | 188,890 | 182,720 | <6,170> | 2.04% | -3.38% |
| OFFICE AND CLASSROOM SUPPLIES | 182,777 | 188,547 | 5,770 | 2.11% | 3.06% |
| PRINTING AND DUPLICATING COSTS | 127,528 | 153,433 | 25,905 | 1.72% | 16.88% |
| TELEPHONE | 92,326 | 96,377 | 4,051 | 1.08% | 4.20% |
| POSTAGE AND SHIPPING | 90,455 | 95,815 | 5,360 | 1.07% | 5.59% |
| BAD DEBTS | 85,000 | 88,500 | 3,500 | 0.99% | 3.95% |
| INSURANCE | 67,200 | 50,800 | <16,400> | 0.57% | -32.28% |
| DUES, MEMBERSHIPS & PUBLICATIONS | 46,235 | 46,156 | <79> | 0.52% | -0.17% |
| OTHER ADMINISTRATIVE EXPENSES | 45,946 | 26,480 | <19,466> | 0.30% | -73.51% |
| TOTALS | $8,804,272 | $8,940,733 | $136,461 | 100.00% | 1.53% |

NOTE: Expenses governed by dedicated revenue sources, such as funded financial aid and activities funded with the comprehensive fee, are not included in this report.

WOODROW W. CROSS AGENCY
*Insurance & Bonds*
P. O. BOX 1383 BANGOR, MAINE 04402-1383 TEL (207) 947-7345 FAX (207) 941-0849

December 22, 1992

Husson College
One College Circle
Bangor, Maine 04401

SCHEDULE OF COVERAGE

| | |
|---|---|
| COMMERCIAL PACKAGE: | |
| Blanket Buildings & Contents Coverage (Schedule Attached) | $24,960,845 |
| Loss of Business Income | 5,287,500 |
| Agreed Amount/Replacement Cost | |
| Deductible | 1,000 |
| Equipment Floater: | |
| 1955 Caterpillar Road Grader | 15,000 |
| 1984 John Deere Loader Backhoe | 15,000 |
| 1987 Bolens Tractor | 7,500 |
| 1989 John Deere Mower | 10,000 |
| 1991 John Deere Mower | 10,000 |
| Special Property Coverage with a $250 Deductible | |
| Electronic Data Processing Coverage | 388,218 |
| Media | 10,000 |
| Extra Expense | 10,000 |
| Deductible | 1,000 |
| Comprehensive General Liability | 1,000,000/2,000,000 |
| Currently based on 48 teachers | |
| BOILER & MACHINERY: | |
| Property Damage | 500,000 |
| Business Interruption | 500,000 |
| Deductible | 1,000 |
| COMMERCIAL UMBRELLA: | |
| Excess Liability/Commercial Umbrella | 4,000,000 |
| Retained Amount | 10,000 |
| COMBINATION CRIME: | |
| Combination Crime, Employee Dishonesty | 100,000 |
| Loss of Money & Securities | 5,000 |

WOODROW W. CROSS AGENCY
Insurance & Bonds
P. O. BOX 1383
BANGOR, MAINE 04402-1383
TEL (207) 947-7345
FAX (207) 941-0849

Husson College

SCHEDULE OF COVERAGE CONT.

COMMERCIAL AUTO:

| | |
|---|---|
| Comprehensive Auto Liability | 1,000,000 |
| Automobile Medical Payments | 1,000 |
| Uninsured Motorist Coverage | 1,000,000 |
| Hired & Non-Owned Auto Liability | 1,000,000 |
| Comprehensive Deductible | 100 |
| Collision Deductible | 250 |
| Hired Auto Physical Damage Coverage | 15,000 |

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|---|---|
| 1984 Ford Pickup, S#2FTEF26Y5ECB24648 | Liability Only |
| 1986 Homemade Trailer, S#1234 | Liability Only |
| 1985 Toyota Pickup, S#JT4RN55R6F0120150 | Liability Only |
| 1983 Chev Van, S#2GCGG35M9D4145599 | Liability Only |
| 1988 Ford Taurus, S#1FABP52U9JA117711 | Full Coverage |
| 1989 GMC Truck, S#1GTFHZ4K3KE506441 | Full Coverage |
| 1988 Chev 4x4, S#2GCDK14H4J1189937 | Full Coverage |
| 1990 Ford Taurus, S#1FACP50U7LG173055 | Full Coverage |
| 1988 Ford Aerostar, S#1FMCA11U9JZB00625 | Full Coverage |
| 1981 Ford Dump Truck, S#1FDXF80FXBUJ43323 | Liability Only |
| 1988 Ford Pickup | Full Coverage |
| 1991 Ford Taurus | Full Coverage |
| 1990 Mercury Sable, S#1MECM50U0LA646220 | Full Coverage |
| 1989 Chev Pickup | Full Coverage |