2018

PROGRESS REPORT

UNIVERSITY OF
SOUTHERN MAINE

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Introduction

The University of Southern Maine (USM) was reaccredited by the New England Association of Schools and Colleges (NEASC) in 2011. The reaccreditation took place at a time of significant transition: a new president, Selma Botman, and provost, John Wright; a university restructuring; an increasingly competitive enrollment environment in Maine; and a national financial meltdown with several local and global ramifications. The reaccreditation self-study was a comprehensive and candid review of the institution's accomplishments and challenges. In response, the external reviewers noted particular issues/areas of emphasis that needed additional attention from the University as part of its 2015-2016 mid-cycle accreditation review as well as a two year-progress report.

At the time of the 2015-2016 Five-Year Interim Report and site visit, the University had continued to see significant change: USM has just welcomed a new president, Dr. Glenn Cummings, and a new interim provost, Dr. Jeannine Uzzi, the fourth iteration of leadership since the 2011 self-study. The 2015-2016 self-study continued in the vein of comprehensive and candid review of accomplishments and challenges.

While the interim report was accepted by NEASC, the institution was asked to file a progress report in January 2018, speaking specifically to the University of Maine System's "One University" initiative as it relates to standard 3.6; the institution's financial stability including addressing deferred maintenance needs per standards 7.4, 7.5, 7.6, and 7.21; meeting the enrollment and retention goals per standards 5.6 and 8.6; achieving stability in institutional leadership and ensuring sufficient full-time faculty to support and enhance the academic programs per standards 3.12 and 6.2; and continuing the development of a comprehensive approach to the assessment of student learning outcomes, and using the results for improvement per standards 8.3, 8.8, and 8.10.

Since 2015, USM has had a sustained commitment and approach to students and the community, while remaining focused enrollment, retention and assessment, which, in turn, has a direct bearing on the institution's financial health and ability to appropriately fund the University's purpose.

USM's work to address the challenges identified by the Five-Year Interim Report visiting team is addressed in detail throughout this report.

Institutional Overview

The University of Southern Maine, a regional comprehensive university within the University of Maine System, comprises three campuses (Portland, Gorham, and Lewiston-Auburn) and five colleges (College of Arts, Humanities, and Social Sciences; College of Management and Human Service; College of Science, Technology, and Health; Lewiston Auburn College; and the University of Maine School of Law). The University currently enrolls 6,110 undergraduate, 1,443 graduate, and 241 law school students across more than 150 areas of study. Located in the population center of the state, USM has long been a strong community partner to businesses, non-profits, the arts, and social service organizations alike.

Since the 2011 accreditation, the University has undergone significant leadership transitions, with five identified Presidents (four of whom have served in the office) (Botman, Kalikow, Flannagan, Kesselman, Cummings), five Provosts (Forhan, Wright, Stevenson, McDonnell, Uzzi), three Vice Presidents of Human Resources (Ryan, Freeman, Jones), three Vice Presidents of Advancement (Weston, Aitchison, G. Campbell), two Chief Financial Officers (R. Campbell, Neel), two Vice Presidents of Enrollment Management equivalents (S. Campbell, Griffin), three Executive Directors of Public Affairs (Caswell, Quint, Stein), and new Deans in all but one college (CAHS: Kuzma, Avalos, Tuchinsky; CMHS: Shafer, McDonnell, Williams; CSTH: Anderson, Graves; LAC: Gibson; Law: Pitegoff, Conway) since the 2010 self-study and 2011 accreditation visit. It must be noted, however, that each of the incumbents listed here were in their respective position for the 2015-2016 Five-Year Progress Report and each are currently still in their positions.

In 2011, the University had 345 full-time faculty, 319 part-time faculty, and 854 staff with enrollments of 9,301. In fall 2015, there are 290 full-time faculty (including partial-phased retirements), 381 part-time faculty, and 641 staff with enrollments of 7,739. In fall 2017 there are 289 full-time faculty (some of the positions are currently in search), 381 part-time faculty and 690 staff with enrollments of 7,794. Faculty and staff positions have been managed carefully, and each position that is filled is subject to an intense approval process. The goal, always, is to balance operational reality, the needs of the students, and the budget financed by state appropriations and tuition revenue.

While USM has seen challenging circumstances, the current leadership is proud of where USM is today. It is an institution with a dedicated faculty and staff that educates and supports students, that engages with the community, and that broadly serves the social and economic needs of the state of Maine.

The leadership also recognizes that USM must stay focused on student opportunity and success, which drives community interactions and helps to achieve financial stability. To this end, the University has embarked on a service promise; "*Student Focused Every Day*" and values; "respect and care, integrity, responsiveness, equity," which exemplify interactions

across the institution. This promise and these values are also at the heart of the [University's current goals](#).

The goals, initially outlines by President Cummings in August 2015 are:
- USM will be known for academic excellence with real-world experiences as a core part of its academic program.
- 80% of our students will state that at least one individual (staff or faculty) knows them well, supports them, and believes in them.
- 72% of our students will remain at USM between each school year.
- 10% of our alumni will give to USM annually.
- The USM Foundation will raise $50M in scholarships, infrastructure and investments for our students.
- USM headcount enrollment will reach 10,000.
- USM will be designated as a 'Great College to Work'.
- 80% will recommend USM to others.
- USM will establish a sustainable financial model by attaining industry standards attributable to a financially healthy institution.

USM has made considerable progress on the respective goals, from the initial benchmarking with the 'Great Colleges to Work' surveys and subsequent conversations and actions resulting from the data, to establishing a new Career Hub for students to have real-world experience with local corporate partners. The University has moved professional advising into the division of Academic Affairs to make obvious the continuity of the advising experience, and recent survey results support the soundness of this approach. An aggressive fundraising campaign for scholarships is already yielding funds, and new support programs are being developed for the recipients.

Reflecting university values and aspirations, these goals and USM's actions recognize that institutional growth is not a one-time event, but a continuum that builds on incremental actions and realignment of objectives. The University of Southern Maine embraces these goals and the future direction of the University.

Area of Focus: One University

<u>OVERVIEW</u>
As USM reported in the Five-Year Interim Report, the <u>University of Maine System</u> (System) announced an initiative to simultaneously promote collaboration and differentiation amongst the seven universities of the System. While the tactics continue to be defined, the goal of the "<u>One University</u>" initiative is to have seven mission-differentiated yet mutually dependent campuses operating as one fully-integrated entity.

The "One University" efforts include both the academic and the operational functions of the University. For example, areas such as purchasing and procurement, information technology and media services, human resources (including all benefits, counseling, and payroll), and finance, all of which were once staffed and managed at the local level, are now centralized. There are no service contracts for these shared services and the efficacy of the feedback loops varies.

Since the report, the University of Maine System has focused its energy and efforts on several issues that are critical to the state of Maine and that span all seven universities, such as Academic Transformation, Adult Degree Completion, Campus Initiatives, Credit Transfer Initiative, Information Technology, Strategic Resource Allocation Plan, and Unified Finance. These initiatives impact standards three, four, and seven and are discussed below.

<u>Academic Transformation</u>, originally conceptualized as "Program Integration" is an academic process that reviews academic offerings across the System to promote collaboration. In additional to analyzing where the universities compete, Academic Transformation looks to where programs can collaborate, especially on "system-wide degrees." (3.14, 4.5) It also looks to support existing programs that are crucial for the state of Maine, such as increasing the number of engineering graduates and creating new partnerships for the development of nurses. Funds have been established to support institution-led academic initiatives that work across universities. Finally, Academic Transformation also looks at back-end systems to identify revenue sharing models and institute new policies/processes to simplify course and program offerings online. USM is participating in these conversations in a variety of ways, from chairing committees, to representing the institution in conversations, from working with specific institutional partners to developing curricular pathways.

<u>Adult Degree Completion</u> strives to identify, reach, and enroll the 180,000+ Maine residents who have earned some college credit but who have not completed their degree. USM plays a vital role in educating Mainers, and continues to work on degree-completion programs that will provide a pathway to degree for these returning students. Along with marketing is the understanding that the universities must have compelling degree completion programs that do not overlap with one another and that are available, at least in part, online. (3.14, 4.5)

Campus Initiatives currently refers almost exclusively to the integration of the University of Maine –Machias with the University of Maine – Orono. (3.2)

The Credit Transfer Initiative serves all universities in the System, as well as the seven Community Colleges in Maine and has been a project of interest to the Governor and legislators of Maine. The purpose of the initiative is to align general education learning outcomes to enable credit transferability. (4.17) The definitions and outcomes have been accepted into policy at all fourteen institutions. USM's Faculty Senate voted on the policy recommendation in March 2016. In addition to helping current students, the initiative also supports the Adult Degree Completion initiative. To date, there have been few students from the Community Colleges who have taken advantage of this program at USM and the University is working with its Community College partners to increase students in this program.

Information Technology is now centralized at the System level, with decisions on staffing, projects, initiatives, software and hardware, and campus-level support made at that level. This is where the System is currently focused, on decision making for classroom technology. In general, to date, there has been inadequate transparency with this initiative.

While USM has repeatedly called for a service agreement, the System has not come forward with one and USM continues to struggle with paying the annual fee to the System without the accountability (or itemized annual report) for services rendered to the campus. (7.21, 7.26) There is a new Chief Technology Officer and USM is cautiously hopeful that baseline standards for communication, accountability, and transparency will be reinforced within the next 12 months, as well as a comprehensive approach to the back-end technologies that drive our admissions, enrollment, student, course management, financial, and HR systems.

The Strategic Resource Allocation Plan is still in development, yet the goal is to focus funds where there will be the greatest impact. Currently, after conducting research as to where those impact points might be, the focus is on enrollment and retention through marketing, as well as through training for Enrollment Management and Advising and enhanced institutional research.

The One University initiative also includes Unified Finance. The focus has been on creating a unified budget across the System that encompasses the budgets of all seven institutions. The unified budget process looks at tuition and fees and has created three bands of tuition across the System, with Orono in a single top tier, USM and Farmington in the second, middle tier, and Fort Kent, Presque Isle, Augusta, and Machias in the lowest tuition band. It also takes into consideration the state allocation. To this end, there has been a shift from outcomes base funding, where USM was performing well and seeing the financial benefit of the positive outcomes, to a model – to be used only for any new monies through legislative allocation to the system – that relies on benchmarking to a percentage of "full funding" as determined by comparison with self-selected and system-vetted peer institutions.

<u>CONCLUSION</u>
The "One University" initiative continues, with specific areas of focus that are both structural and operational. As has been previously stated in our Five-Year Interim Report and above, components of the NEASC standards are now centralized at the System level. It is important to note that contributors to this report, who have deep knowledge of functional areas and the Standards, are not USM employees, but, rather, are employed by the System.

Additional information about the "One University" initiative is available at:
https://thinkmissionexcellence.maine.edu/

Area of Focus: Financial Stability

OVERVIEW

As previously reported, USM took drastic steps to address a $16 million operating deficit in FY15 and a $4.3 million revenue shortfall in FY16. USM recognized the challenges of maintaining and increasing enrollment going forward. FY17 ended on a positive note by utilizing operational savings of $1.6 million to address deferred maintenance and equipment needs. At the same time, E&G reserves were increased by $1.7 million, and Auxiliary reserves increased $460,000. (7.4, 7.21)

As detailed previously, numerous efforts were undertaken in the area of recruitment and retention as well as marketing. Additionally, the FY18 budget, as approved by the Board of Trustees, included investments in areas such as:

Institutional Aid	$3,700,000
Part-time Instruction	1,025,000
Diversity Support	250,000
Tutors in Learning	250,000
Website Management	150,000
Title III Student Support	128,000
Learning Commons	10,000
Disability Services	85,000
Veteran Services	62,000
Scholarship Coordination	62,000
Student Recovery Center	40,000
On-Line Advising	25,000

The decision was made by USM that it must begin making strategic investments, as detailed above, in order to move forward in its development. Available funding came from the previous budget adjustments, increased enrollment, and the first tuition increase in several years.

As a result of all of these efforts, USM experienced a 3.1% increase in credit hour production for fall 2017. Current numbers for spring 2018 indicate a 5% increase in credit hours, almost all of which relates to existing students. These numbers indicate that retention efforts are paying off. It should also be noted that out-of-state credit hours were up 17% for fall 2017 and graduate credit hours were up 3% that same term. Both of these classifications produced additional revenue and resulted in USM producing 102% of its revenue budget for fall 2017. (5.6, 7.5, 7.6)

CONCLUSION

It has been demonstrated that the strategic investments are resulting in higher enrollment and improved retention. While headcount is relatively flat, credit hour production is rising as students are taking heavier workloads and are remaining in school at a higher rate of retention.

Additional strategic investments are being planned for FY19, pending approval of the Board of Trustees. Additional institutional aid, instructional capacity and learning assistance are under consideration. These investments are once again made possible by a tuition increase and a very modest enrollment growth projection.

Area of Focus: Enrollment and Retention

OVERVIEW

As noted, in the summer of 2015 the President's Council at the University of Southern Maine established nine goals for the USM community to focus on for five years. Goal #3 is to increase student retention from 61% to 72% and currently USM has a retention rate of 67%. Goal #6 is to grow student headcount from 7,739 to 10,000 students and this fall USM had a total student headcount of 7,794 (total student headcount includes undergraduates, graduates and students enrolled at the law school).

USM has stabilized enrollment and has increased student retention. Projected enrollment numbers for spring 2018 look very strong. Currently USM is projected to have a 4% increase in student headcount and a 5% increase in credit hours for spring 2018. (5.6)

Increasing credit hours has been a focus for USM as the overall budget is built on the number of student credit hours. The following table is from the University of Maine System Fall 2017 Enrollment report:

Credit Hours by Campus and Student Level

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	% of Total	% Change 1-year	% Change 5-year	Trend Line
UM	Undergraduate	122,767	125,898	125,673	127,895	129,520	93.0%	1.3%	5.5%	
	Graduate	10,543	10,067	8,936	9,609	9,767	7.0%	1.6%	-7.4%	
	Total	**133,310**	**135,965**	**134,609**	**137,504**	**139,287**	**100.0%**	**1.3%**	**4.5%**	
UMA	Undergraduate	40,690	39,219	39,390	36,332	32,531	100.0%	-10.5%	-20.1%	
	Graduate	0	0	0	0	0	0.0%	N/A	N/A	
	Total	**40,690**	**39,219**	**39,390**	**36,332**	**32,531**	**100.0%**	**-10.5%**	**-20.1%**	
UMF	Undergraduate	27,927	25,980	26,320	26,008	26,043	96.8%	0.1%	-6.7%	
	Graduate	556	644	714	747	861	3.2%	15.3%	54.9%	
	Total	**28,483**	**26,624**	**27,034**	**26,755**	**26,904**	**100.0%**	**0.6%**	**-5.5%**	
UMFK	Undergraduate	12,081	12,565	13,658	15,780	14,256	100.0%	-9.7%	18.0%	
	Graduate	0	0	0	0	0	0.0%	N/A	N/A	
	Total	**12,081**	**12,565**	**13,658**	**15,780**	**14,256**	**100.0%**	**-9.7%**	**18.0%**	
UMM	Undergraduate	8,131	7,736	7,394	7,384	6,785	100.0%	-8.1%	-16.5%	
	Graduate	0	0	0	0	0	0.0%	N/A	N/A	
	Total	**8,131**	**7,736**	**7,394**	**7,384**	**6,785**	**100.0%**	**-8.1%**	**-16.5%**	
UMPI	Undergraduate	12,638	11,685	12,351	13,275	13,543	100.0%	2.0%	7.2%	
	Graduate	0	0	0	0	0	0.0%	N/A	N/A	
	Total	**12,638**	**11,685**	**12,351**	**13,275**	**13,543**	**100.0%**	**2.0%**	**7.2%**	
USM	Undergraduate	76,111	70,682	66,053	66,603	68,697	83.9%	3.1%	-9.7%	
	Graduate	14,053	13,811	12,917	12,832	13,202	16.1%	2.9%	-6.1%	
	Total	**90,164**	**84,493**	**78,970**	**79,435**	**81,899**	**100.0%**	**3.1%**	**-9.2%**	
Total	**Undergraduate**	300,344	293,765	290,838	293,277	291,375	92.4%	-0.6%	-3.0%	
	Graduate	25,152	24,522	22,567	23,188	23,830	7.6%	2.8%	-5.3%	
	Total	*325,496*	*318,287*	*313,405*	*316,465*	*315,204*	*100.0%*	*-0.4%*	*-3.2%*	

USM grew credit hours by 3.1% for fall 2017. This increase, along with an increase in out-of-state undergraduates and an increase in graduate students, allowed USM to bring in 102% of budget for the fall semester.

New student enrollment has increased and the focus has been to improve retention and degree completion rates. USM has adopted the research and strategies from *Complete College America* and has created a *15 to Finish* campaign. USM created a student onboarding process that has each new student meeting with an academic advisor for 90 minutes prior to enrolling in their first semester courses. Students are informed about the value of taking 15 credits and have a discussion with their advisor focused on creating an academic and financial plan to start, and finish, their degree. (5.10)

Outlined below are admission numbers for the past 4 years:

Undergraduate Students

ADM Status	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Applications	5392	5025	5743	6019
Admits	4426	4240	4502	4826
Enrolled	1535	1533	1587	1682

Graduate Students

ADM Status	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Applications	835	772	872	824
Admits	534	519	598	587
Enrolled	391	384	445	435

During the summer of 2015 the Vice President for Enrollment Management created a Summer Melt Committee. This committee is focused on retaining deposited new students. The loss of new students over the summer was a major issue for USM. USM has gone from a summer melt rate of 25% to a summer melt rate of 11%. The goal is to lower the loss of deposited students to less than 7% by fall 2020.

In 2015 the University of Maine System contracted with several different companies to provide market and enrollment research for the system and for each school in the system. The data that was shared clearly showed that USM was a very expensive option for Maine students. Because USM did not provide many merit scholarships, and had not been engaged in discounting students, it had the highest net price for a public school in the state of Maine. USM responded to this data by putting more funding into student financial aid and it changed the way it packaged students. Merit scholarships were created for transfer students for the first time (USM has approximately 42% of new students come in as transfer students) and USM created a scholarship for students living in the neighboring states of Vermont and New Hampshire. (5.8, 5.13, 8.4)

Along with new merit scholarships, USM created the Last Mile Scholarship. This scholarship provides institutional aid to students (mostly transfer students) who have run out of eligibility for federal or state aid for their undergraduate degree but still need funds to complete their degree. Last year USM provided Last Mile Scholarships to 24 students and by doing so all of the recipients finished their degree in May/August of 2017. (5.8, 5.13, 8.4)

The group that saw the biggest impact by the changes in financial aid were high ability students receiving the Presidential Scholarship (top scholarship for students graduating from high school with a 3.5 GPA or higher). USM has gone from enrolling 22 Presidential Scholars in fall of 2015 to enrolling 309 Presidential Scholars in fall of 2017. (5.8, 5.13, 8.4)

The leadership team at USM will continue to increase the funding to financial aid so USM can be an affordable option for Maine students. There is a strong commitment from this team to continue to provide a better net price point for students. For FY 19 USM will be adding $500,000 to the existing financial aid budget. Currently USM has an overall discount rate of 24% as compared to the University of Maine's overall discount rate of 27%.

<u>CONCLUSION</u>
USM has embraced the enrollment management approach and has begun to operationalize an integrated systems approach to student enrollment. The USM community has partnered with the Vice President for Enrollment Management and Student Affairs (a new position that started in June 2015) and the President's Cabinet to stabilize enrollment, grow student credit hours and increase student retention. The greater USM community understands the challenges of growing student headcount/enrollment and is actively working on all of the nine USM goals.

The new USM service promise of *Student Focused Every Day* is a new vision and mission for USM. The community has begun to really understand the importance of putting the "student" at the center of all work being done at the institution. This new focus, along with establishing a clear enrollment management approach (and plan), is having a very positive impact on student enrollment and retention at USM.

Area of Focus: Leadership Stability and Sufficiency of Faculty

OVERVIEW

USM has three different, overlapping teams that constitute its leadership. There is the President's Cabinet, which comprises the President, Provost, Vice President of Enrollment Management and Student Affairs, Vice President of Human Resources, Vice President of Advancement, Chief Business Officer, Executive Director of Public Affairs, Dean of the Law School, Special Assistant to the President, Chief of Staff for Academic Affairs, and Vice President for Corporate Engagement (a new position since the past report).

All members of the President's Cabinet also are members of the Leadership Team, which also comprises the other four academic Deans, the Assistant Vice President for Student Affairs (a new position since the last report), and the Dean of Students.

All members of Leadership Team sit on University Council, which also includes the Head of the Libraries, the Director of Research, the two Assistant Provosts, the Director of Advising, the Director of Educational Partnerships (a new position since the last report), the Director of Retention Initiatives (a new position since the last report), the Director of Admissions, the Director of Marketing, the Registrar, the Director of Auxiliary Services (a new position since the last report), the Director of Financial Services, the Director of Athletics, the Director of Communications, the Director of Facilities, the Chief Public Safety Officer, the Director of Alumni Engagement and Annual Giving (a new position since the last report), and the Senior Human Resources Partner. (3.2, 3.19)

At the time of the Five-Year Interim Report, the University's President's Cabinet and Leadership Team consisted of several new hires and interim appointments. The President and interim Provost had each been in their positions less than seven months. The Chief Business Officer and the Vice President of Enrollment Management and Student Affairs has been hired just that year. Two of the five Deans were interim, while the Law School Dean had been hired that year. The VP of HR, VP of Advancement, and the Executive Director of Public Affairs had each been in their positions less than three months. The Commission rightly saw the years of leadership turn-over as highly problematic. The Institution was not able to maintain focus on recruitment, enrollment, retention, and completion because of the lack of continuity at the leadership level.

The Chief Executive Officer is required to effectively manage the institution, using appropriate administrative structures. (3.12) Under President Glenn Cumming's leadership, the turn-over at the Cabinet and Leadership Team level has subsided significantly. At this time, the President's Cabinet has been highly stable, with only one member of the 2015-2016 Cabinet no longer at USM. Additionally, as of this writing, there are no interim Deans at the University. Indeed, there is only one person on President's Cabinet/Leadership Team who is interim in their position (Chief Business Officer, on a three year contract from the Registry).

Additionally, as is noted with the new leadership positions, the institution has reviewed core functionality and made strategic investments to further carry out the purpose and objectives of the University. One new position that is currently in search and not noted above is a Vice President of Equity and Inclusion. This Vice President will be a member of all three leadership groups and is yet another example of recognizing and recruiting for administrative priorities that serve the purpose of effectively managing the institution. (3.12)

The number of full- and part-time faculty at USM has also stabilized and is tracking in alignment with enrollments. The number of full-time faculty positions is current 289 and there are current 381 part-time faculty. In fall 2017, 58.6% of the undergraduate SCH was generated by full-time faculty and 64% of the graduate SCH was generated by the full-time faculty. Likewise, as per standard 6.2, the adequate number of all employees required to ensure the accomplishment of institutional mission and purposes has stabilized. The student to full-time faculty ratio is 27:1, the classroom ratio is 18:1 and the full-time employee (including faculty) to student ratio is 8:1.

Since the 2015-2016 Five-Year Interim Report there has been a flurry of faculty-led curriculum proposals, resulting in nearly ten new minors currently being offered. Additionally, there are three different new degree proposals that are at various stages of approval, including a new Bachelors of Public Health. These efforts are faculty driven and reflect the collective enthusiasm for growing the institution. (3.15, 4.5)

Likewise, there has been attention to the role of faculty advisors, leading to increased awareness in the role that faculty must serve as they work with students and leading to new assessment tools measuring the student's satisfaction with both their professional advisors and their faculty advisors. (6.14)

CONCLUSION
The work of the institution is benefiting from the continuity as steady progress is made towards the university's goals. Faculty and staff alike recognize that USM has emerged from a challenging time and has stabilized. This stability has led to an empowerment to create new curriculum, grow student experiences, and drive USM forward.

Area of Focus: Assessment

OVERVIEW

There has been an increased focus on ensuring that faculty, staff, and students all understand the vital role of assessment at USM. New initiatives such as "70 by Spring" encouraging students to participate course evaluations, and surveys about numerous aspects of the student experience are yielding results. Additionally, the scope of work for department chairs has been clarified regarding the expectations of assessment and there is now regular assessment training as a component of the mandatory chair training.

The Office of Academic Assessment has continued to collect program/departmental assessment data at USM using the ASLP (Assessment of Student Learning Plan) form. Developed in house, the form has been used for the past five years (since 2012-13) to provide a template for academic departments to assess student learning outcomes in the respective program and courses, and to assist in the continued development of refining and improving assessment processes. During the past two years, nearly all programs have annually assessed at least one student learning outcome, and a few departments (who have had weak assessment plans in the past) are currently in the process of revising and designing better program assessment plans. USM's Assessment Committee continues to offer assistance to department chairs and program faculty when requested. (2.7, 8.3, 8.5, 8.8)

During the spring 2017 semester, the Assessment Committee and the Center for Collaboration and Development conducted a Mini-Assessment Conference to continue institutional efforts to engage faculty members in the outcomes assessment process. The number of faculty participants who attended the conference (N=69) had increased (doubled) from previous years; i.e. there were faculty representing each of the academic programs. Additionally, after the conference, there was an increase in the number of department chairs who asked for assessment resources to help guide them with clarifying student learning outcomes, creating and using rubrics, the curriculum mapping process, and ways to use assessment data for improvement. Resources were updated and added to the assessment website. (8.5)

Quantitative and qualitative survey data continues to be collected campus-wide, based upon the institutional assessment cycle. During the past two years, the University has administered three in-house student surveys (Alumni Survey, Advising Survey, and Departmental-Level Student Survey), as well as the NSSE 2017 Survey. Overall reports and some breakdown reports of the survey data were completed and distributed to all deans, department chairs, and office directors so that they could review the results and make possible changes in their respective academic and non-academic areas. During this academic year (2017-18), plans are underway for campus discussion meetings on how the institution might better use the survey results for institutional improvement. (2.7, 8.3, 8.5, 8.8)

Additionally, last year (2016-17), the University of Maine System (UMS) encouraged all seven of the University of Maine System campuses to use the same course evaluation software (i.e. Explorance Blue software was reviewed and adopted at the UMaine campus in the spring 2017,

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and then adopted by USM in summer 2017, and University of Maine at Presque Isle in fall 2017). USM has already been using an electronic-based course evaluation software since fall 2014, which has allowed faculty members to obtain their course evaluation reports rather quickly, making it possible for them to use their results to improve teaching after each semester. Since the USM faculty members have now become more comfortable and familiar with using the electronic version of the course evaluation tool, there has been gradual increases in the online response rates. Consequently, in the fall 2017 semester (after using the new software), the overall institutional response rate for the course evaluations was the highest thus far (47%); response rates still vary drastically by individual academic departments (from 25% to 95%).

By using a consistent course evaluation form for all courses (both the online and face-to-face courses), the electronic software has helped the Academic Assessment office provide more comprehensive institutional reports to the higher administration for examining the quality of the teaching on the campus. The newly adopted software has even better reporting features than previous software, and will allow USM to begin aggregating the course evaluation data in different ways (i.e. freshmen vs senior responses, lower-level vs higher-level courses, etc).

In addition to the efforts already noted, USM has also focused on improvements to the Core Curriculum. Since the last review, the institution has used the assessment data to make a number of significant changes in curricular design, transfer and delivery.

Based on the University's participation in the AAC&U's LEAP Signature Work project, USM has modified the Capstone assessment process to require programs to articulate how learning in the degree programs is scaffolded to help students achieve the outcomes. Programs must identify at least two of its discipline's foundational concepts or methods and articulate where and how the concepts are introduced and explored in the major, and how the concepts are applied and assessed in the Capstone. As of this writing, 96% of all program capstones have received initial assessment by the Core Curriculum Committee to ensure attention to this developmental approach to signature work. The next phase will assist programs with connecting the Capstone assessment to its ASLP's (Assessment of Student Learning Plans).

Building on USM's individual transfer policy waiving USM's Core for the Associate of Arts in Liberal Studies, and off of the previously implemented University of Maine System Block Transfer agreement, the University of Maine System and the Maine Community College System adopted an inter-system block transfer agreement waiving general education requirements for community college students who complete the specified block of general education requirements at any Maine community college. (4.17) USM participates in a General Education Block Transfer Oversight Committee which will hold its first inter-system assessment retreat in May 2018 to apply AAC&U VALUE rubrics to samples of student work. This joint assessment project is designed to build confidence in student preparedness for transfer and to improve common understanding and attention to the shared general education learning outcomes.

In the Five-Year Interim Report, the University described the pilot of a 1 credit co-curricular learning lab connecting living-learning communities with the Entry Year Experience (EYE) (freshman seminar) courses. All assessment data during the pilot phase showed significant and positive impact on students of the co-curricular learning labs. However, student, faculty and staff reports (from surveys and informal focus groups) revealed a lack of clear connection between the themes of EYE and the living-learning communities. Students and advisors also reported difficulty with scheduling students for appropriate EYE and Lab combinations, given other student constraints. Based on these assessment data the Co-Curricular Labs have moved out of the pilot phase and are now a regular requirement for first year student on-campus housing, but are no longer explicitly linked to particular EYE sections. This allows students to reap the benefits of participation in the labs without being harmed by scheduling difficulties. (8.5)

Since the Core Curriculum was implemented in 2011, the University has tracked student responses on relevant NSSE items related to the 5 Goals for General Education at USM. Based in part on these assessment data, the Core Curriculum Committee decided to design an explicit Engaged Learning requirement for implementation in fall 2019. (8.5) This will allow the curriculum to more explicitly address goals 4 and 5 which are focused on ethical action and informed citizenship. The new requirement also responds to student and faculty feedback requesting more explicit attention to community based and applied learning in the Core. The requirement will be formally considered by the Faculty Senate in March. Assessment of designated courses will consist of:

- Indirect assessment of student learning through tracking of student grades and other performance measures (this assessment is already applied to EYE and Ethical Inquiry, Social Responsibility, and Citizenship (EISRIC) courses).
- Indirect assessment of student learning through aggregate analysis of relevant items on course evaluations (this assessment is already applied to EYE and EISRC).
- Indirect assessment of student learning through aggregate analysis of relevant items on the NSSE and the Graduating Senior Survey (this assessment is already applied to EYE and EISRC).
- Direct assessment of student learning through a common writing prompt, with engaged learning faculty and Core Curriculum Committee review of samples of student work, applying an engaged learning rubric to student responses to the common writing prompt.

CONCLUSION

USM continues to utilize the assessment resources to make informed decisions about curriculum design and delivery, as well as course offerings. Data collected via the student surveys inform planning across the institution, from admissions to commencement.

APPENDIX

FINANCE & ENROLLMENT (F&E) FORMS
GENERAL INFORMATION

Institution Name:　　　　　　　　　University of Southern Maine

OPE ID:　　　　　　　　　　　　[?] 205400

		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	[?] 06/18	Yes/No	Unqualified
Most Recent Year	[?] 2017	Yes	Unqualified
1 Year Prior	2016	Yes	Unqualified
2 Years Prior	2015	Yes	Unqualified

Fiscal Year Ends on:　　　　　　　　　　　30-Jun (month/day)

Budget / Plans
　　Current Year　　　　　　　　　　　2018
　　Next Year　　　　　　　　　　　　2019

Contact Person:　　　　　　[?] Sally Meredith
　　Title:　　　　　　　　　Chief of Staff for Academic Affairs
　　Telephone No:　　　　　207-228-8231
　　E-mail address　　　　　sally.meredith@maine.edu

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior FY15			2 Years Prior FY16			1 Year Prior FY17			Current Year FY18		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	292	345	637	233	392	625	249	409	658	257	437	694
Research Staff	10	0	10	8	0	8	9	0	9	7	0	7
Public Service Staff	0	0	0	0	0	0	0	0	0	1	0	1
Librarians	17	1	18	12	5	17	15	2	17	17	1	18
Library Technicians	17	1	18	13	3	16	12	2	14	0	0	0
Archivists, Curators, Museum staff	3	0	3	2	1	3	4	1	5	2	0	2
Student and Academic Affairs	58	1	59	52	6	58	65	14	79	99	18	117
Management Occupations	22	0	22	18	1	19	17	0	17	44	0	44
Business and Financial Operations	75	0	75	55	5	60	45	4	49	48	1	49
Computer, Engineering and Science	126	20	146	109	24	133	141	22	163	136	17	153
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	111	26	137	99	27	126	112	68	180	73	32	105
Healthcare Practitioners and Technical	26	0	26	24	2	26	6	3	9	7	2	9
Service Occupations	107	1	108	97	4	101	92	2	94	87	2	89
Sales and Related Occupations	3	0	3	1	1	2	2	0	2	0	0	0
Office and Administrative Support	169	16	185	129	57	186	143	29	172	149	62	211
Natural Resources, Construction, Maintenance	29	0	29	27	0	27	27	0	27	37	1	38
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,065	411	1,476	879	528	1,407	939	556	1,495	964	573	1,537

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06 /30)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year 2016	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$20,318,000	$26,846,000	$24,370,000	32.1%	-9.2%
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer				-	-
? Accounts Receivable, Net	$11,308,000	$12,692,000	$13,997,000	12.2%	10.3%
? Contributions Receivable, Net				-	-
? Inventory and Prepaid Expenses	$506,000	$404,000	$443,000	-20.2%	9.7%
? Long-Term Investments	$49,152,000	$45,191,000	$43,849,000	-8.1%	-3.0%
? Loans to Students				-	-
? Funds held under bond agreement				-	#REF!
? Property, plants, and equipment, net	$181,906,000	$179,886,000	$180,603,000	-1.1%	0.4%
? Other Assets	$1,682,000	$1,941,000	$1,826,000	15.4%	-5.9%
Total Assets	**$264,872,000**	**$266,960,000**	**$265,088,000**	0.8%	-0.7%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$4,136,000	$8,189,000	$3,484,000	98.0%	-57.5%
? Deferred revenue & refundable advances	$4,447,000	$4,380,000	$3,870,000	-1.5%	-11.6%
? Due to state	$0	$0	$0	-	-
? Due to affiliates	$0	$0	$0	-	-
? Annuity and life income obligations	$0	$0	$0	-	-
? Amounts held on behalf of others	$20,331,000	$16,969,000	$17,105,000	-16.5%	0.8%
? Long-term investments	$0	$0	$0	-	-
? Refundable government advances	$11,898,000	$11,844,000	$11,820,000	-0.5%	-0.2%
? Other long-term liabilities	$57,713,000	$57,794,000	$56,016,000	0.1%	-3.1%
Total Liabilities	**$98,525,000**	**$99,176,000**	**$92,295,000**	0.7%	-6.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$139,635,000**	**$140,466,000**	**$145,667,000**	0.6%	3.7%
? Foundation	**$0**	**$0**	**$0**	-	-
Total	**$139,635,000**	**$140,466,000**	**$145,667,000**	0.6%	3.7%
Temporarily restricted net assets					
Institutional	**$0**	**$0**	**$0**	-	-
? Foundation	**$18,986,000**	**$19,550,000**	**$19,555,000**	3.0%	0.0%
Total	**$18,986,000**	**$19,550,000**	**$19,555,000**	3.0%	0.0%
Permanently restricted net assets					
Institutional	**$0**	**$0**	**$0**	-	-
? Foundation	**$7,726,000**	**$7,768,000**	**$7,571,000**	0.5%	-2.5%
Total	**$7,726,000**	**$7,768,000**	**$7,571,000**	0.5%	-2.5%
Total Net Assets	**$166,347,000**	**$167,784,000**	**$172,793,000**	0.9%	3.0%
TOTAL LIABILITIES and NET ASSETS	**$264,872,000**	**$266,960,000**	**$265,088,000**	0.8%	-0.7%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (06 / 30)	3 Years Prior (FY015)	2 Years Prior (FY2016)	Completed Year (FY 2017 pending approval)	Current Year (FY 2018)	Next Year Forward (FY 2019)
OPERATING REVENUES (in 000s)					
? Tuition and fees	$70,290,000	$67,203,000	$68,650,000	$75,547,908	$78,116,537
? Room and board	$10,077,000	$10,563,000	$10,973,000	$10,376,800	$11,082,730
? Less: Financial aid	-$16,842,000	-$18,471,000	-$20,126,000	-$17,086,897	-$17,526,000
Net student fees	$63,525,000	$59,295,000	$59,497,000	$68,837,811	$71,673,267
? Government grants and contracts	$35,928,000	$33,822,000	$33,828,000	$34,150,000	$34,250,000
? Private gifts, grants and contracts	included in line 9	included in line 9	included in line 9	included in line 9	
? Other auxiliary enterprises	$4,966,000	$3,260,000	$3,454,000	$3,500,000	$3,600,000
Endowment income used in operations					
? Recovery of indreict costs	$3,739,000	$3,424,000	$3,580,000	$3,105,000	$3,200,000
Interest income on loans	$254,000	$240,000	$267,000	$80,000	$80,000
Educational Sales and Service	$5,163,000	$5,213,000	$5,219,000	$7,570,713	$5,345,713
Net assets released from restrictions					
Total Operating Revenues	**$113,575,000**	**$105,254,000**	**$105,845,000**	**$117,243,524**	**$118,148,980**
OPERATING EXPENSES (in 000s)					
? Instruction	$55,430,000	$44,928,000	$46,486,000	$49,215,457	$48,415,720
? Research	$7,704,000	$6,689,000	$8,075,000	$8,375,000	$8,400,000
? Public Service	$19,524,000	$18,925,000	$20,285,000	$21,250,000	$21,325,000
? Academic Support	$17,714,000	$16,544,000	$16,740,000	$16,207,003	$16,362,255
? Student Services	$11,554,000	$12,698,000	$13,356,000	$13,509,235	$13,711,874
? Institutional Support	$13,625,000	$13,899,000	$15,894,000	$17,810,277	$17,988,380
Fundraising and alumni relations	$0	$0	$0	$0	$0
? Operation, maintenance of plant (if not allocated)	$11,078,000	$10,882,000	$11,626,000	$11,153,446	$11,376,515
? Scholarships and fellowships (cash refunded by public institution)	$7,571,000	$8,299,000	$8,625,000	$8,946,269	$9,125,195
? Auxiliary enterprises	$13,708,000	$11,718,000	$11,401,000	$13,168,799	$13,432,175
? Depreciation (if not allocated)	$7,112,000	$6,997,000	$7,060,000	$7,279,962	$7,425,561
? Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	**$165,020,000**	**$151,579,000**	**$159,548,000**	**$166,915,448**	**$167,562,675**
Change in net assets from operations	**-$51,445,000**	**-$46,325,000**	**-$53,703,000**	**-$49,671,924**	**-$49,413,695**
NON OPERATING REVENUES (in 000s)					
? State appropriations (net)	**$44,614,000**	**$47,957,000**	**$51,904,000**	**$47,824,165**	**$47,781,056**
? Investment return	**$2,000**	**$14,000**	**$30,000**	**$35,000**	**$35,000**
? Interest expense (public institutions)	**-$1,803,000**	**-$1,597,000**	**-$1,576,000**	**-$1,986,109**	**-$2,005,970**
Gifts, bequests and contributions not used in operations	$1,353,000	$1,732,000	$1,840,000	$1,900,000	$1,995,000
? Endowment income used in operations	$1,252,000	$1,353,000	$1,347,000	$1,350,000	$1,425,000
Non Capitalk transfers (to) from system/other campuses	$7,145,000	$292,000	$609,000	$990,548	$725,000
Other (specify):					
Net non-operating revenues	**$52,563,000**	**$49,751,000**	**$54,154,000**	**$50,113,604**	**$49,955,086**
Income before other revenues, expenses, gains, or losses	**$1,118,000**	**$3,426,000**	**$451,000**	**$441,680**	**$541,391**
? Capital appropriations (public institutions)					
? Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,118,000**	**$3,426,000**	**$451,000**	**$441,680**	**$541,391**

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (06/30)			3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
		Debt					
		Beginning balance	$37,438,863	$40,302,631	$42,918,086	$46,182,461	$42,911,793
		Additions					
	?	Reductions					
		Ending balance	**$37,438,863**	**$40,302,631**	**$42,918,086**	**$46,182,461**	**$42,911,793**
		Interest paid during fiscal year	$2,294,232	$2,087,591	$2,075,062	$1,899,304	$1,873,814
		Current Portion	$2,863,767	$2,615,455	$3,264,375	$3,270,668	$3,490,495
		Bond Rating					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

Please see attached.   Debt covenants are being met.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

N/A

Future borrowing plans (please describe)

Within the next 3-5 years, USM anticipates the constrution of the first housing facilities on the Portland campus. Most likely revenue bonds will be required.

Please enter any explanatory notes in the box below

Revised April 2016   5

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2 017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
NET ASSETS					
Net assets beginning of year	$166,347,000	$167,784,000	$172,792,000	$176,496,000	$178,450,000
Total increase/decrease in net assets	$1,437,000	$5,008,000	$3,704,000	$1,954,000	$2,225,000
Net assets end of year	**$167,784,000**	**$172,792,000**	**$176,496,000**	**$178,450,000**	**$180,675,000**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$4,657,266	$6,131,360	$8,049,317	$11,731,025	$15,100,000
Federal, state and private grants	**$18,008,684**	**$17,709,007**	**$18,111,969**	**$18,406,000**	**$18,364,000**
Restricted funds	**$2,595,950**	**$2,887,453**	**$3,541,753**	**$3,500,000**	**$3,600,000**
Total	**$25,261,900**	**$26,727,820**	**$29,703,039**	**$33,637,025**	**$37,064,000**
% Discount of tuition and fees	10.3%	9.1%	16.9%	20.2%	23.9%
? % Unrestricted discount	6.6%	9.1%	11.7%	15.5%	19.3%
? **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

Please enter any explanatory notes in the box below

Standard 5: Students

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Goal (specify year) (FY 2)
Freshmen - Undergraduate ?					
Completed Applications ?	3,781	3,402	4,111	4,339	
Applications Accepted ?	3,174	2,986	3,299	3,622	
Applicants Enrolled ?	737	705	805	923	
% Accepted of Applied	83.9%	87.8%	80.2%	83.5%	-
% Enrolled of Accepted	23.2%	23.6%	24.4%	25.5%	-
Percent Change Year over Year					
Completed Applications	na	-10.0%	20.8%	5.5%	-100.0%
Applications Accepted	na	-5.9%	10.5%	9.8%	-100.0%
Applicants Enrolled	na	-4.3%	14.2%	14.7%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below) ?					
Transfers - Undergraduate ?					
Completed Applications	1,502	1,528	1,504	1,567	
Applications Accepted	1,159	1,172	1,096	1,113	
Applications Enrolled	729	764	705	692	
% Accepted of Applied	77.2%	76.7%	72.9%	71.0%	-
% Enrolled of Accepted	62.9%	65.2%	64.3%	62.2%	-
Master's Degree ?					
Completed Applications	824	760	813	806	
Applications Accepted	527	512	561	575	
Applications Enrolled	37	369	398	419	
% Accepted of Applied	64.0%	67.4%	69.0%	71.3%	-
% Enrolled of Accepted	7.0%	72.1%	70.9%	72.9%	-
First Professional Degree ?					
Completed Applications	635	451	485	604	
Applications Accepted	355	313	319	325	
Applications Enrolled	81	75	76	85	
% Accepted of Applied	55.9%	69.4%	65.8%	53.8%	-
% Enrolled of Accepted	22.8%	24.0%	23.8%	26.2%	-
Doctoral Degree ?					
Completed Applications	11	12	59	18	
Applications Accepted	5	4	37	11	
Applications Enrolled	2	3	32	5	
% Accepted of Applied	45.5%	33.3%	62.7%	61.1%	-
% Enrolled of Accepted	40.0%	75.0%	86.5%	45.5%	-

Please enter any explanatory notes in the box below

First Professional (Applications, Accepted and Enrolled) are ABA official numbers reported, as defined by the ABA, and do NOT include transfer students.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		3,337	340	0	5	223	1	3,906
Main Campus PT		992	526	2	10	16	21	1,567
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT		527	67					594
Distance education PT		380	160					540
Correspondence FT								0
Correspondence PT								0
Low-Residency FT			70					70
Low-Residency PT			0					0
Unduplicated Headcount Total	0	5,236	1,163	2	15	239	22	6,677
Total FTE		4,307.83	967.19	0.78	11.55	226.87	14.33	5,528.55
Enter FTE definition:		15	9	9	9	15	9	
Degrees Awarded, Most Recent Year	1	1,180	470	0	4	80	1	1,736

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	2	41		43		43
Main Campus PT	34	1,040		1,074		1,074
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	36	1,081	0	1,117	6,677	7,794
Total FTE	16.33	349.67		366	5,528.42	5,894.42
Enter FTE definition:	9	9 GRAD; 15 UGRD and LAW				
Certificates Awarded, Most Recent Year	21					

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

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

	FY2012	FY2013	FY2014
? **Three-year Cohort Default Rate**	6	5.9	6.7
? **Three-year Loan repayment rate**			64%
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	FY2015	FY2016	FY2017	FY2018	FY2019
? **Student Financial Aid**					
Total Federal Aid	$61,307,740	$56,135,685	$53,937,572	$52,439,000	$50,250,000
Grants	$12,135,000	$11,613,762	$11,328,255	$12,042,000	$12,000,000
Loans	$47,082,826	$42,492,929	$40,754,372	$38,647,000	$36,500,000
Work Study	$2,089,914	$2,028,994	$1,854,945	$1,750,000	$1,750,000
Total State Aid	$2,395,180	$2,839,131	$2,956,275	$2,464,000	$2,464,000
Total Institutional Aid	$9,289,140	$11,018,096	$13,617,587	$16,796,092	$20,424,000
Grants	$9,289,140	$11,018,096	$13,617,587	$16,796,092	$20,424,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$7,678,019	$7,000,950	$7,260,631	$7,100,000	$7,000,000
Grants	$3,478,504	$3,256,114	$3,927,439	$3,900,000	$3,900,000
Loans	$4,199,515	$3,744,836	$3,333,192	$3,200,000	$3,100,000

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal
Undergraduates	76%	75%	76%	75%	75%
Graduates	57%	60%	58%	58%	58%
First professional students	80%	81%	79%	79%	79%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	$31,375	$27,227	$27,275	$27,000	$27,000
Graduates	$35,814	$36,334	$39,787	$39,700	$39,700
First professional students	$101,173	$89,542	$92,523	$92,500	$92,500

Average amount of debt for students leaving the institution without a degree

Undergraduates	$10,582	$11,124	$11,117	$11,000	$11,000
Graduate Students	$17,674	$17,354	$22,554	$22,500	$22,500
First professional students	$25,721	$22,934	$14,392	$14,500	$14,500

Student Persistence and Graduation	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Goal; specify year (FY 2)
IPEDS Retention Data					
Full-time Associate degree students					
Part-time Associate degree students					
Full-time Bachelor's degree students	67%	65%	64%	63%	
Part-time Bachelors degree students	33%	56%	36%	40%	
? **IPEDS Graduation Data (150% of time)**					
Associate degree students					
Bachelors degree students	34%	32%	33%	34%	

Please enter any explanatory notes in the box below

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(FY 2)
UNDERGRADUATE	?					
First Year	Full-Time Headcount ?	873	858	947	1,039	
	Part-Time Headcount ?	150	145	146	118	
	Total Headcount	1,023	1,003	1,093	1,157	0
	Total FTE ?	872	869	962	1,088	
Second Year	Full-Time Headcount	884	746	729	896	
	Part-Time Headcount	230	227	200	172	
	Total Headcount	1,114	973	929	1,068	0
	Total FTE	936	800	775	937	
Third Year	Full-Time Headcount	986	905	818	835	
	Part-Time Headcount	374	368	357	293	
	Total Headcount	1,360	1,273	1,175	1,128	0
	Total FTE	1,092	1,004	934	935	
Fourth Year	Full-Time Headcount	1,209	1,191	1,197	1,094	
	Part-Time Headcount	1,071	915	830	789	
	Total Headcount	2,280	2,106	2,027	1,883	0
	Total FTE	1,556	1,492	1,460	1,348	
Unclassified	Full-Time Headcount ?	33	30	59	37	
	Part-Time Headcount	818	741	906	837	
	Total Headcount	851	771	965	874	0
	Total FTE	256	238	311	272	
Total Undergraduate Students						
	Full-Time Headcount	3,985	3,730	3,750	3,901	0
	Part-Time Headcount	2,643	2,396	2,439	2,209	0
	Total Headcount	6,628	6,126	6,189	6,110	0
	Total FTE	4,712	4,403	4,440	4,580	0
	% Change FTE Undergraduate	na	-6.6%	0.8%	3.1%	-100.0%
GRADUATE	?					
	Full-Time Headcount ?	715	713	646	712	
	Part-Time Headcount ?	1,085	900	1,020	972	
	Total Headcount	1,800	1,613	1,666	1,684	0
	Total FTE ?	1,370	1,277	1,273	1,315	
	% Change FTE Graduate	na	-6.8%	-0.3%	3.3%	-100.0%
GRAND TOTAL						
Grand Total Headcount		8,428	7,739	7,855	7,794	0
Grand Total FTE		6,083	5,681	5,713	5,894	0
	% Change Grand Total FTE	na	-6.6%	0.6%	3.2%	-100.0%

Please enter any explanatory notes in the box below

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

?	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2___)
For Fall Term, as of Census Date						
Certificate (add more rows as needed)						
[?] Accounting		16	10	16	14	
Actuarial Science			1			
Applied Geographic Information		2	3	4	1	
Event Planning and Management				1	1	
Finance			1	2		
Financial Planning				1		
Foundations of Holistic Health		1	5	2	3	
Gerontology			4	2	1	
Leadership Studies			1			
Risk Management & Insurance		2	2	3	2	
Total		21	27	31	22	0
Associate (add more rows as needed)						
[?]						
[?] Undeclared						
Total		0	0	0	0	0
Baccalaureate (add more rows as needed)						
[?] Accounting		160	167	155	123	
Applied Technical Education		1	1			
Applied Technical Leadership		21	18	14	15	
Art		54	51	40	38	
Art - GO		7	3	2		
Art Education		32	34	33	29	
Art Education - GO		2	1			
Arts and Humanities		32	16	9	2	
Athletic Training		86	82	81	87	
Biochemistry		27	17	32	27	
Biochemistry - GO			2	1	1	
Biology		347	307	279	296	
Biology - GO		13	13	3	3	
Business Administration		6	5	1	1	
Chemistry - GO		3	1	1		
Chemistry-BA		2		2	1	
Chemistry-BS		21	15	21	26	
Communication		149	139	137	123	
Communication - GO		5	8	4	1	
Computer Science		143	145	150	160	
Computer Science - GO		8	10	3	1	
Criminology		143	132	137	141	
Criminology - GO		11	16	6	1	
Cyber Security				10	31	

Economics		33	36	31	30
Economics - BS		23	20	17	25
Economics - GO		3	3	2	
Electrical Engineering		78	61	71	74
Electrical Engineering - GO		2			
Engineering - GO		2	8	2	1
English		154	165	189	212
English - GO		13	4		
English Language Bridge - GO		27	34	32	43
Environ Planning & Policy - GO			1		
Environmental Planning &Policy		36	32	28	25
Environmental Safety & Health		1			
Environmental Science - BS		71	61	70	69
Environmental Science - GO		6	9	1	2
Exercise Physiology		89	88	73	72
Finance		94	94	84	74
French		7	1	2	1
General Management		327	350	371	376
Geography/Anthropology		50	44	36	35
Geography/Anthropology - GO		3	2		
Geosciences - BA		14	6	3	
Geosciences - BS		15	6	2	1
Health Fitness		1			
Health Sciences		193	182	211	213
History		126	114	116	120
History - GO		8	7	3	1
Humanities - GO		2	1	1	
Industrial Technology		147	120	83	58
Industrial Technology - GO		1	1		
Information Technology - GO		1	5	2	1
Information Technology-BS		15	37	49	56
Leadership & Org Studies		99	83	76	85
Leadership & Org Studies - GO		2	1		
Liberal Studies		81	62	63	48
Linguistics		77	69	79	90
Linguistics - GO		4	4	2	1
Marketing		109	120	119	103
Mathematics		58	65	56	49
Mathematics - GO				1	
Mechanical Engineering		107	105	90	137
Mechanical Engineering - GO		5	6	1	
Media Studies		77	67	62	74
Media Studies - GO		3	3	2	1
Music - BA		26	15	14	10
Music - GO			1		
Music Education		50	49	53	47
Music Education - GO		1	1		
Music Performance		47	47	58	47
Music Performance - GO			1		
Musical Theatre		14	14	16	17
Musical Theatre - GO			2	2	
Natural & Applied Sciences		30	20	20	15
Nursing		362	354	394	441
Philosophy		28	30	17	17
Philosophy - GO			1		

Physics		20	14	18	21
Physics - GO		1			
Political Science		107	87	92	101
Political Science - GO		5	4	1	1
Psychology		193	167	177	202
Psychology - GO		4	13	5	1
Self Designed		26	16	10	10
Social & Behavorial Sci - GO		3	5	1	1
Social & Behav Sciences		143	127	191	201
Social Work		173	154	155	148
Social Work - GO		7	9	5	1
Sociology		43	28	27	27
Sociology - GO		1	1		1
Sport Management		56	48	51	61
Studio Art		51	48	48	32
Theatre		47	38	43	42
Theatre - GO		6	8	4	4
Therapeutic Recreation		52	40	37	39
Therapeutic Recreation - GO		1	4	1	
Tourism and Hospitality		38	44	44	55
Tourism and Hospitality - GO		1	2	2	1
Transfer Prgrm in Engineering		29	37	25	20
Undeclared		614	497	440	370
Undeclared - GO		125	127	81	89
Women and Gender Studies		15	15	10	8
Other:					
Non-Degree		851	771	965	874
Total		6,607	6,099	6,158	6,088	0
Total Undergraduate		6,628	6,126	6,189	6,110	0

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

Please enter any explanatory notes in the box below

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

[?] For Fall Term, as of Census Date

[?]	Number of credits*	3 Years Prior (Fall 2014)	2 Years Prior (Fall 2015)	1 Year Prior (Fall 2016)	Current Year (Fall 2017)	Next Year Forward (goal) (Fall 2)
Master's (add more rows as needed)						
[?] Abilities & Disabil Studies		36	41	44	46	
Adult and Higher Education		36	44	44	47	
American & New England Studies		22	6	2	1	
Applied Behavior Analysis		3	3	3	3	
Applied Geographic Information		3	1	3	5	
Applied Literacy		2	1	1		
Applied Medical Sciences		16	6	1	1	
Applied Research & Eval Meth		2	2	1	3	
Assistant Principal		7	13	11	9	
Athletic Administrator		1				
Biology		6	4	9	7	
Business Administration		80	67	65	80	
Business Analytics				3	4	
Community Planning & Develop		23	13	2		
Composition		1	1			
Computer Science		11	11	4		
Conducting		3	1	3	6	
Counseling		136	127	114	123	
Creative Leadership/Global Str		1	2	5		
Creative Writing		81	73	68	70	
Data Science					1	
Educational Leadership		60	41	49	56	
Educational Psychology		23	23	16	22	
English as a Second Language		10	8	9	8	
Gifted and Talented		1	1		2	
Health Policy and Management		2	3		1	
Hlthcare Quality/Patient Safet					2	
Jazz Studies		1			1	
Leadership Studies		35	39	49	60	
Literacy Education		29	23	32	25	
Master of Law		3	1	7	1	
Mental Health Rehabilitation		2	1	2		
Montessori Early Childhood Ed				1	1	
Music Education			1		1	
Music Pedagogy				2	3	
Music Performance		7	6	3	2	
Non Profit Management		2		4	6	
Nursing		103	106	114	116	
Nursing Education				1		
Occupational Therapy		92	102	111	113	
Policy Planning & Management			16	42	65	
Professional Educator		18	11	12	15	
Public Health		52	46	50	55	
Public Management		2	1			
Public Policy and Management		54	24	1	1	
Response to Intervention		1				

Social Policy Analysis		1		2	2	
Social Work		82	84	80	79	
Statistics		16	9	14	18	
Sustainable Development					1	
Teaching and Learning		133	121	101	85	
Teaching English as a Second Langu		4	16	21	17	
Total		1,203	1,099	1,106	1,164	0

Doctorate (add more rows as needed)

[?] Nursing		4	5	4	2	
Public Policy		21	2	25	22	
School Psychology		19	13	14	15	
Total		44	20	43	39	0

First Professional (add more rows as needed)

[?] Doctor of the Science of Law		1	1		1	
Law		247	247	233	237	
Total		248	248	233	238	0

Other; specify (add more rows as needed)

[?] Adult Learning		2	2	3	2	
Counseling		4	6	9	10	
Educational Leadership		23	23	16	14	
English as a Second Language		4	2	4	2	
Literacy Education		8	14	5	5	
Nursing		2	3	1	3	
Non-Degree Graduate - NonFA		257	191	244	205	
Non-Degree Law - NonFA		5	5	2	2	
Total		305	246	284	243	0

Total Graduate		1,800	1,613	1,666	1,684	0

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

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior FY15		2 Years Prior FY16		1 Year Prior FY17		Current Year FY18	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Accounting & Finance	9	0	7	3	7	1	6	3
LAC Academic Programs	22	2	19	31	22	35	19	38
Adult & Higher Education					1	2	1	2
PCE Academic Program	1	0	1	12	1	31	1	32
Art	9	0	8	8	8	8	8	16
Athletics	7	0	8	0	8	0	8	
Biological Science	9	0	9	7	9	7	9	6
Business Administration	14	0	11	10	14	10	12	15
Counselor Education					6	3	6	8
Chemistry	6	0	6	5	6	6	6	5
Communication & Media Studies	7	1	6	6	5	6	5	8
School of Nursing	24	0	17	55	18	57	22	62
PCORE								2
Criminology	5	0	3	4	2	4	3	2
Computer Science	5	0	3	2	3	2	4	2
(blank)					0	1		1
Extended Academic Programs			0	9	0	2		2
Economics	5	0	3	2	4	3	6	2
Education Leadership					3	1	3	7
Engineering	7	0	7	6	7	5	7	6
English	17	0	10	14	12	21	13	15
English Second Language			0	4	0	4		5
Environmental Science & Policy	5	0	5	1	5	4	5	3
Geography & Anthropology	7	0	6	4	7	2	6	1
History	7	0	5	5	5	2	5	3
Honors Program	1	0	0	2	1	4	1	3
Human Resource Development	10	1	10	9	0	2		1
Law School Library	1	0	1	0	1	0	1	
Law School	18	0	16	13	16	16	18	12
Linguistics	4	0	4	4	4	6	4	14
Literacy Language & Culture					4	4	4	11
Catherine E. Cutler Institute	3	0	6	0	6	0	6	
MFA Creative Writing			0	21	0	20		20
Mathematics	9	0	8	20	10	16	10	14
Muskie School Faculty	8	0	3	3	2	7	4	6
Music	10	3	8	41	9	34	9	32
Professional Development Ctr			0	10	0	5		10
PCE Professional Development								1
Professional Education	11	0	9	4	0	3		1
Philosophy	6	0	5	2	4	2	6	1
Political Science	6	0	4	1	5	2	5	2
Provosts Office			0	3	0	4	1	3
Physics	3	0	2	3	3	5	3	5
Psychology	9	0	7	3	8	1	5	2
Recreation & Leisure Studies	2	0	1	9	2	12	2	11
Special Education					3	2	2	4

Exercise, Health, Sport Scien	6	0	6	1	5	3	6	3
Sociology	5	0	3	0	3	2	5	2
Educ Psych & Exceptionality					3	3	3	1
Social Work	10	0	9	4	10	6	10	8
Tourism and Hospitality					0	2	2	1
Technology	6	0	5	9	6	9	4	6
Teacher Education	5	0	5	5	4	9	4	8
Theatre	7	0	3	8	3	9	3	8
Women's Studies			0	1				1
Dean -Arts Humanities Socl Sci					1	0		
Applied Medical Science	9	0	0	1				
Ctr Business & Econ Research			0	1				
Dean's Office - Education			0	1				
External Programs			0	1				
PANES	2	0						
PGEOS	4	0						
Learning Foundations			0	5				
Modern & Classical Lang&Lit	5	0	0	6				
Total	326	7	249	379	266	405	273	437

Please enter any explanatory notes in the box below

These are HR departments which do not necessarily match up with Academic Departments. This also only accounts for faculty in their "primary" department and not in other departments they may have taught for.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, and Retirements)

	3 Years Prior FY15		2 Years Prior FY16		1 Year Prior FY17		Current Year FY18	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								
Professor			2		6	1	2	
Associate	1		2		2		2	
Assistant	1				5		11	
Instructor	3		5		5	1	4	
No rank								
Other								
Total	5	0	9	0	18	2	19	0
? Number of Faculty in Tenured Positions								
Professor	109		75		79	6	78	
Associate	127		84		80	4	76	
Assistant	1		1		1		1	
Instructor								
No rank								
Other								
Total	237	0	160	0	160	10	155	0
? Number of Faculty Departing								
Professor	4		3		2			
Associate	1		7		5		1	
Assistant	2		4		2		1	
Instructor	5	1	2		1	1	3	
No rank								
Other								
Total	12	1	16	0	10	1	5	0
? Number of Faculty Retiring								
Professor	15		21		16		7	
Associate	13	1	13		1		6	
Assistant							1	
Instructor	1		4	1	1			
No rank								
Other								
Total	29	1	38	1	18	0	14	0

Please enter any explanatory notes in the box below

Regular faculty only.