UNIVERSITY OF
SOUTHERN MAINE

# NEASC Accreditation Self Study 2011

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**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES**
**COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**
209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: http://cihe.neasc.org

## AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95)

| | |
|---|---|
| URL | |
| Print Publications | |

2. **Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77)

| | |
|---|---|
| URL | |
| Print Publications | |

3. **Student Complaints. "**Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.15)

| | |
|---|---|
| URL | |
| Print Publications | |

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95)

| | |
|---|---|
| Method(s) used for verification | |

The undersigned affirms that _____ (institution name) meets all federal requirements relating to Title IV program participation, including those enumerated above.

_____ _____
Chief Executive Officer Date

*September 2010*

## Institutional Characteristics

Date ___February 2011_____

1. Corporate name of institution**: The University of Southern Maine**

2. Date institution was chartered or authorized: **1878, Western Maine Normal**

3. Date institution enrolled first students in degree programs: **1879**

4. Date institution awarded first degrees: **1880**

5. Type of control:

| Public | Private |
|---|---|
| ☒ State | ☐ Independent, not-for-profit |
| ☐ City | ☐ Religious Group |
| ☐ Other | (Name of Church)_____ |
| (Specify ) _____ | ☐ Proprietary |
| | ☐ Other: (Specify) _____ |

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

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

**SEE:** http://www.maine.edu/system/policy_manual/policy_section102.php

http://www.mainelegislature.org/legis/statutes/20-A/title20-Ach411sec0.html

_____

7. 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 |
| ☒ 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 | ☒ A doctor of philosophy or equivalent degree |
| ☒ Four- or five-year baccalaureate degree granting program | ☒ Other doctoral programs _____ |
| | ☒ Other (***Law, JD***) |

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

| | | | |
|---|---|---|---|
| ☐ | Occupational training at the crafts/clerical level (certificate or diploma) | ☒ | Liberal arts and general |
| ☒ | Occupational training at the technical or semi-professional level (degree) | ☒ | Teacher preparatory |
| ☐ | Two-year programs designed for full transfer to a baccalaureate degree | ☒ | Professional |
| | | ☐ | Other_____ |

9. The calendar system at the institution is:

☒ Sem ester ☐ Quarter ☐ Trim ester ☐ Other _____

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

a) Undergraduate **12 or more** credit hours

b) Graduate **9 or more** credit hours

c) Professional **12 or more** credit hours

11. Student population:

a) Degree-seeking students:

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| Full-time student headcount | 4,341 | 861 | 5,202 |
| Part-time student headcount | 2,000 | 519 | 2,519 |
| FTE | 4,863.67 | 1,096.17 | 5,959.84 |

b) Number of students (headcount) in non-credit, short-term courses: 840

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

| Program | Agency | Accredited since | Last Reviewed | Next Review |
|---|---|---|---|---|
| **College of Arts and Sciences** | | | | |
| Art | National Association of Schools of Art and Design | 1976 | April 2005 | Spring or Fall 2013-2014 |
| Music | National Association of Schools of Music | 1980 | June 2002 | 2010-2011 |
| Linguistics | Commission on Collegiate Interpreter Education | | Dec. 2009 | Dec. 2019 |
| Social Work BSW | Council on Social Work Education | 1980 | Oct. 2005 | Oct. 2011 |
| Social Work MSW | Council on Social Work Education | 1980 | Feb. 2009 | Oct. 2015 |
| **School of Applied Science, Engineering, and Technology** | | | | |
| Computer Science | Accreditation Board for Engineering and Technology (ABET) – Computing Accreditation Commission | 1983 | August 2009 | Sept. 2015 |
| Engineering | ABET – Engineering Accreditation Commission | | June 2010 | June 2015 |
| Technology | Association of Technology, Management, and Applied Engineering (ATMAE) | | Nov. 2009 | Nov. 2015 |

| **College of Education and Human Development** | | | | |
|---|---|---|---|---|
| Teachers Education | State of Maine Approved Program and Teacher Education Council | | 2009 | 2014 |
| Human Resource Development | Clinical Mental Health Counseling and School Counseling: Council for the Accreditation of Counseling and Related Programs (CACREP) | 2010* | Report Forthcoming | 2010 |
| | Rehabilitation Counseling: Council on Rehabilitation Counseling (CORE) | 2006* | | 2010 |
| | Psy.D. in School Psychology: Maine Department of Education | 2009 | | 2014 |
| | National Association of School Psychologists (NASP) | Application Pending | | |
| | M.S. in Educational Psychology with Concentration in School Psychology: Maine Department of Education | 2009 | | 2014 |

| | | | | |
|---|---|---|---|---|
| | National Association of School Psychologists (NASP)<br><br>M.S. in Educational Psychology with Concentration in Applied Behavior Analysis: Behavior Analyst Certification Board | 2008<br><br>2008 | | 2015<br><br>2012 |
| Professional Education | Literacy Education and Educational Leadership: State of Maine Approved Program | | 2009 | 2014 |
| **Lewiston-Auburn College** | | | | |
| Occupational Therapy | ACOTE – Accreditation Council for OT Education | | 2001 | 2011 |
| **Muskie School of Public Service** | | | | |
| Health Policy and Management | Commission on Accreditation of Healthcare Management Education | 2002 | 2005 | Fall 2011 |
| **School of Business** | | | | |
| Business Administration (B.S., MBA) | Association to Advance Collegiate Schools of Business (AACSB) | 1999 | 2010 | 2014 |

| | | | | |
|---|---|---|---|---|
| **School of Law** | | | | |
| Law | American Bar Association<br><br>American Association of Law Schools | 1965 | 2008<br><br>2008 | 2015<br><br>2015 |
| **College of Nursing and Health Professions** | | | | |
| Nursing | CCNE: Commission on Collegiate Nursing Education<br><br>Approved by Maine State Board of Nursing 2007-2013 | 2005 | CCNE 2010<br>MSBN 2007 | CCNE 2020<br>MSBN 2013 |
| Exercise, Sport and Health Sciences | Health Fitness: CAAHEP accreditation in the Exercise Sciences<br><br>Commission on Accreditation of Athletic Training Education (CAATE) | | 2007 | 2010 |

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

| | Full degree | 50%-99% | FTE |
|---|---|---|---|
| A. In-state Locations | | | |
| **Gorham, ME** | **X** | **X** | **X** |
| **Lewiston; Auburn, ME** | **X** | **X** | **X** |
| **Saco, ME** | | | **X** |
| **Bath, ME** | | | **X** |
| B. Out-of-state Locations | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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

| Name of program(s) | Location | Headcount |
|---|---|---|
| | | |

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

| Name of program | Degree level | % on-line | FTE |
|---|---|---|---|
| M.S. in Adult and Higher Education | Masters, and Masters-level certificate | 100 %<br>We have one blended course in our curriculum and one on-campus summer institute, but these are not required so matriculated students do not have to come to campus to earn their degree. | 55 masters students and 5 Certificate of Advanced Study in Adult Learning students, all part-time; 1.75 full-time faculty |

| | | | |
|---|---|---|---|
| ETEP Unified K-8 Program | MSED (Master's Degree in Science in Education) | 100% (each student must take the general and special ed/ell/sped only internships in schools; however, accommodations are made to allow students to intern near their home town) | All students are full-time – 38 at present in 2 separate cohorts (18 2nd year, 20 first year). |
| Leadership Studies | Undergraduate Certificate | 100% | |
| Creative Leadership & Global Strategy | Undergraduate Certificate | 100% | |
| Leadership Studies | Minor | 100% | |
| Information Technology | Minor | 50% | |
| Leadership & Organizational Studies | B.S Completion Degree | 100% | 10 |
| Leadership Studies | B.S. Degree | | |
| Leadership Studies | B.S./M.A. + 1 Program | 50% | |
| Leadership Studies | Graduate Certificate | 50% | 3 |
| Creative Leadership & Global Strategy | Graduate Certificate | 50% | |
| Leadership Studies | M.A. Degree | 50% | 15 |

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

| Name of contractor | Location | Name of program | Degree or certificate | # of credits |
|---|---|---|---|---|
| | | | | |

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

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

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

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

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

d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
See page XV

19. Record briefly the central elements in the history of the institution:

*The University of Southern Maine was founded under the name of the University of Maine at Portland-Gorham (UMPG) in 1970 by the merger of Gorham State College and the University of Maine in Portland. The University of Maine System was formed also at this time. UMPG was renamed the University of Southern Maine in 1978.*

*Gorham State College began in 1878 as Western Maine Normal School on the site of the former Gorham Female Seminary. The Portland campus began as Portland Junior College, a community college developed by local businessmen during the Depression of the 1930's. Portland Junior College became a part of the University of Southern Maine with an act of the Maine Legislature in 1957. In 1969, Portland University, which included the Law School and the Business School, joined with the University of Maine in Portland.*

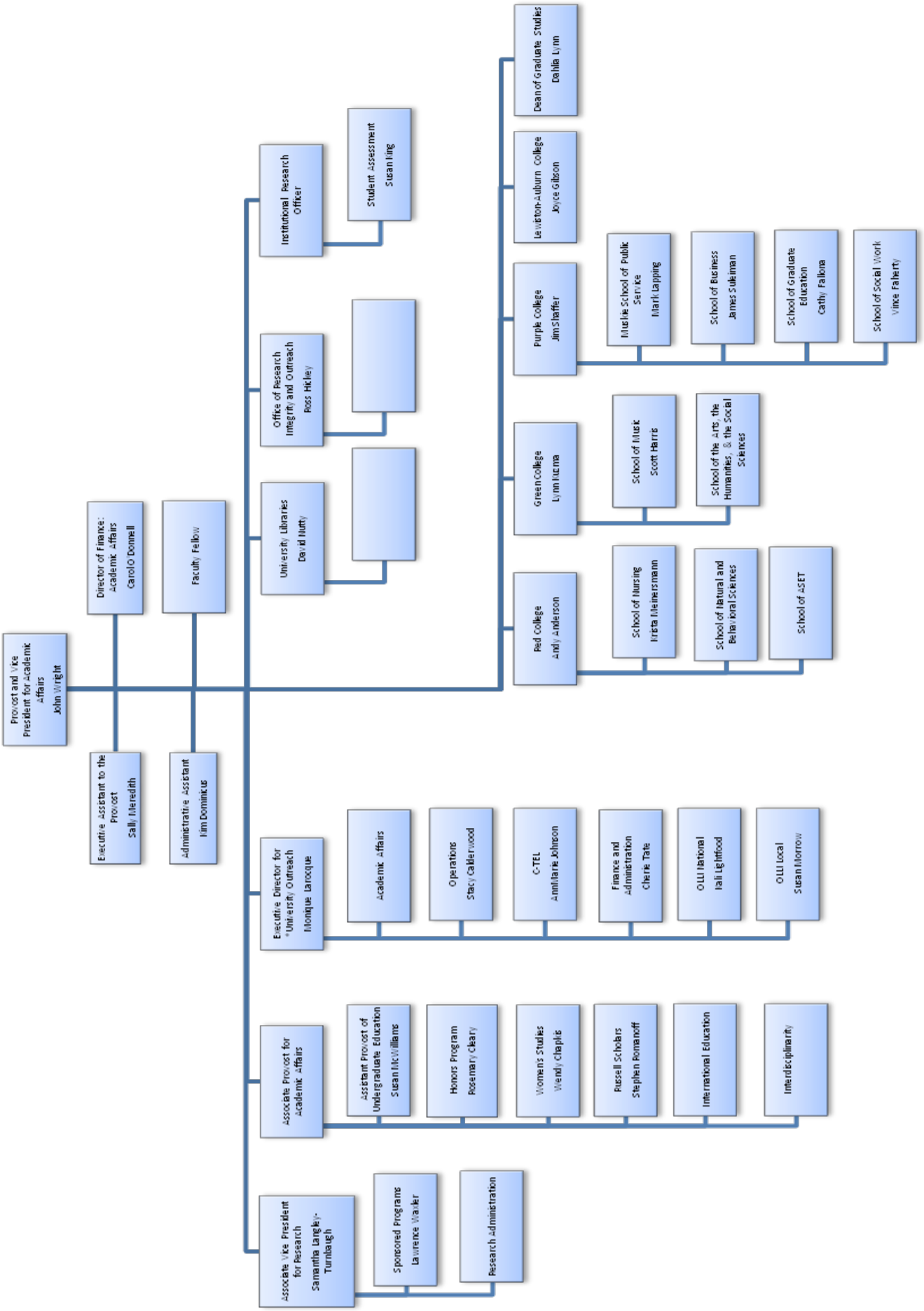
## CHIEF INSTITUTIONAL OFFICERS

| Function or Office | Name | Exact Title | Year of Appointment |
|---|---|---|---|
| Chairman of the Board of Trustees | **Joe Wishcamper** | Chairman of the Board of the University of Maine System | 2002 |
| President/CEO | **Selma Botman** | President of the University of Southern Maine | 2008 |
| Executive Vice President | | Provost, VP Academic Affairs | |
| Chief Academic Officer and Provost | **John Wright** | Interim Provost and Vice President of Academic Affairs | 2010 |
| Deans of Schools and Colleges | **Joyce Gibson** | Dean of the Lewiston-Auburn College | 2009 |
| | **Lynn Kuzma** | Dean of the College of Communication, Culture and the Arts | 2010 |
| | **Peter Pitegoff** | Dean and Professor of Law of the School of Law | 2005 |
| | **James Shaffer** | Dean of the College of Public Service, Business, Graduate Education, and Social Work | 2010 |
| | **Andrew Anderson** | Dean of the College of Engineering, Health Professions, Nursing, Science & Technology | 2010 |
| Chief Financial Officer | **Dick Campbell** | Chief Financial Officer of the University of Southern Maine | 2007 |
| Chief Student Services Officer | **Craig Hutchinson** | Student Services Academic Officer | 2001 |
| Planning | | | |
| Institutional Research | | | |

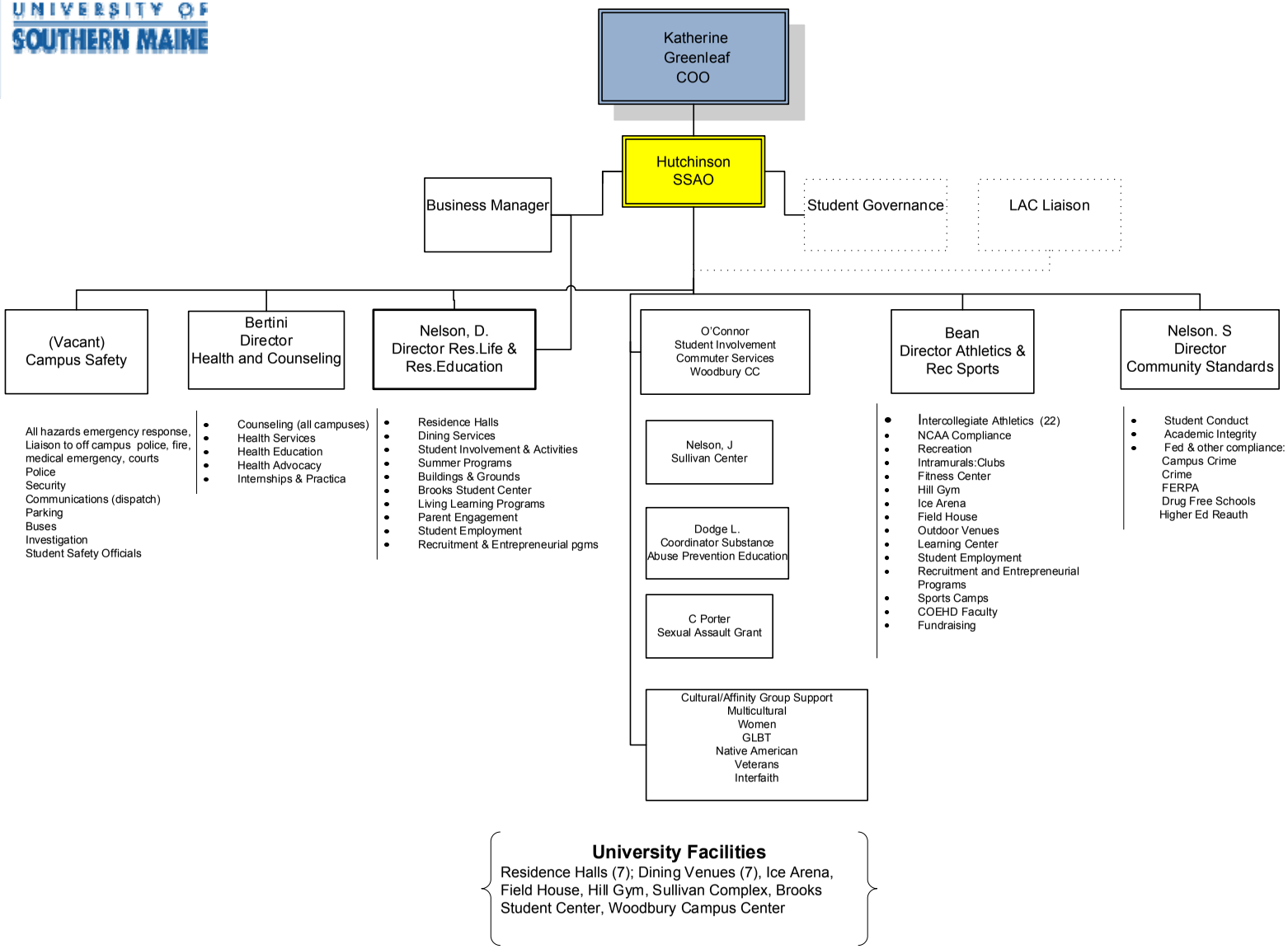
| | | | |
|---|---|---|---|
| Assessment | **Susan King** | Director of Academic Assessment | 2001 |
| Development | **Meg Weston** | Vice President for University Advancement; President and Corporate Executive Officer of the University of Southern Maine Foundation | 2009 |
| Library | **David Nutty** | Director of University Libraries | 2003 |
| Chief Information Officer | **William W. Wells** | Chief Information Officer | 2005 |
| Continuing Education | **Monique LaRocque** | Interim Executive Director for University Outreach | 2010 |
| Grants/Research | **Samantha Langley-Turnbaugh** | Associate Vice President for Research, Creative Activity and Scholarship | 2010 |
| Admissions | **Scott Steinberg** | Dean, Undergraduate Admissions; Chief Marketing Officer; Officer of Marketing and Brand Management | 2008 |
| Registrar | **Steve Rand** | Registrar | 1999 |
| Financial Aid | **Keith P. Dubois** | Director of Financial Aid | 1994 |
| Public Relations | **Bob Caswell** | Executive Director of the Office of Public Affairs | 1983 |
| Alumni Association | **Mellisa Dudley** | Communication Manager of Alumni Relations | 2009 |
| Other | **Katherine Greenleaf** | Chief Operating Officer | 2010 |

# Institutional Organization Charts

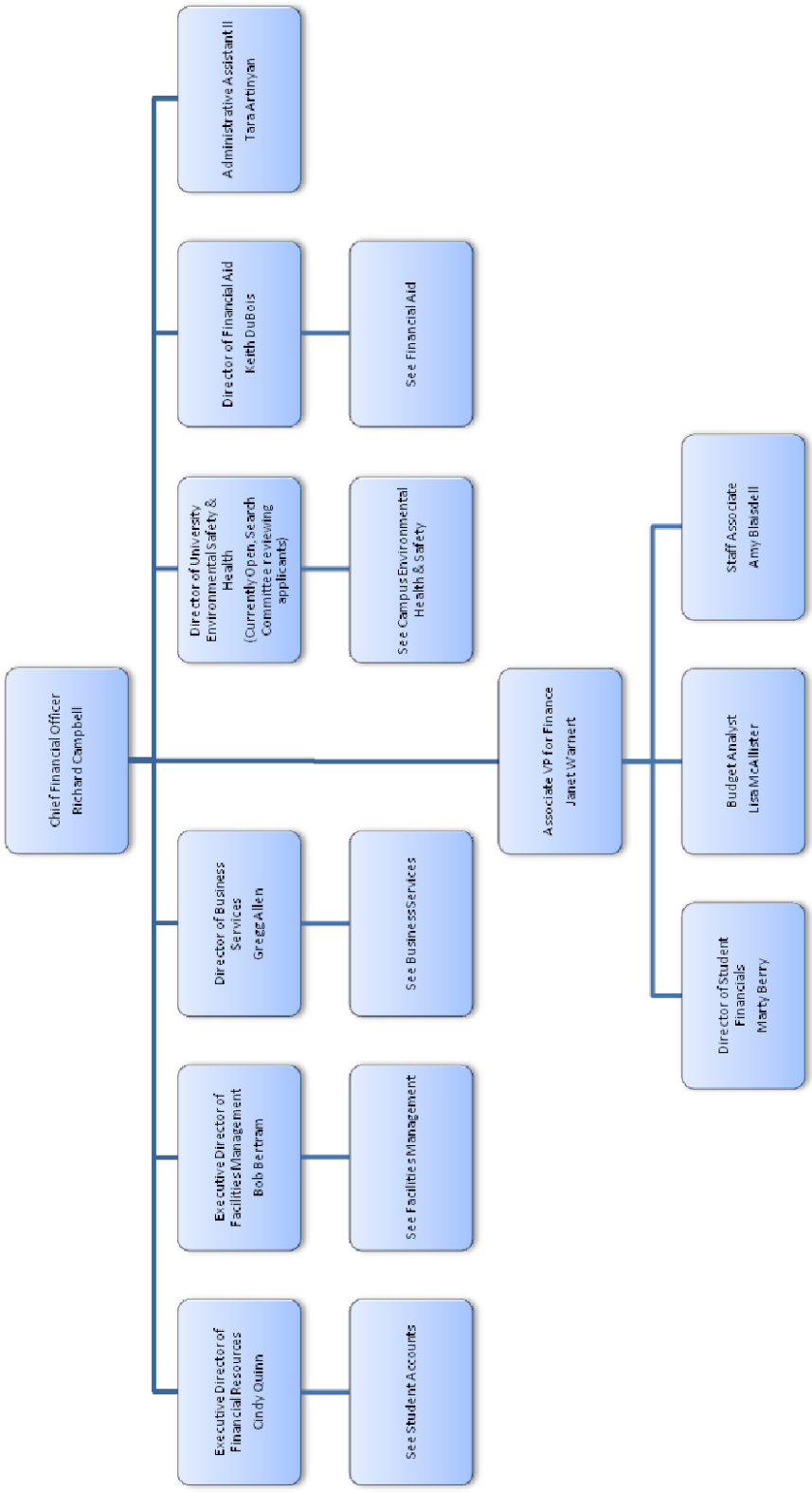
# Division of Academic Affairs



# Student Affairs



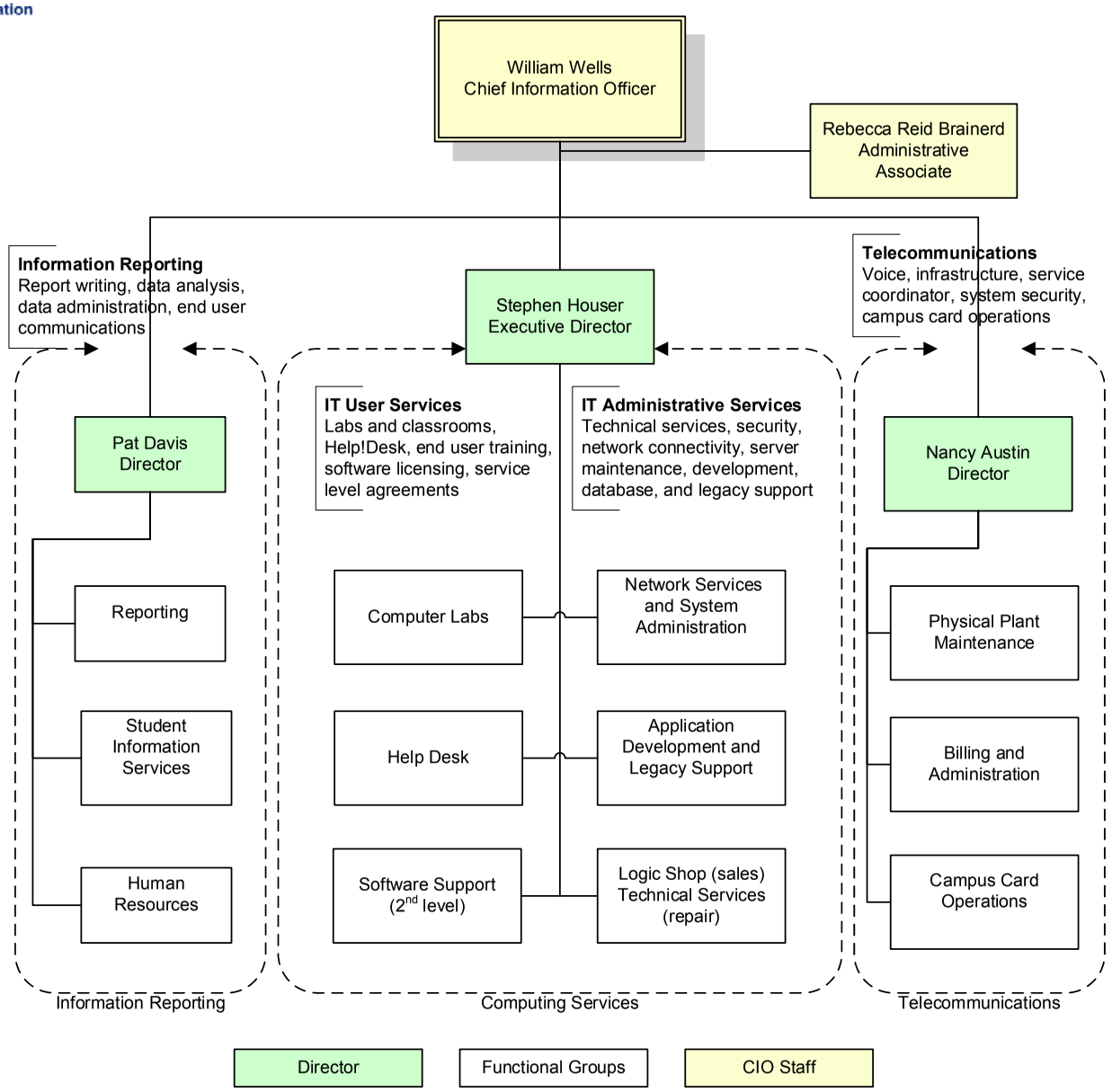
# Finances and Business Management



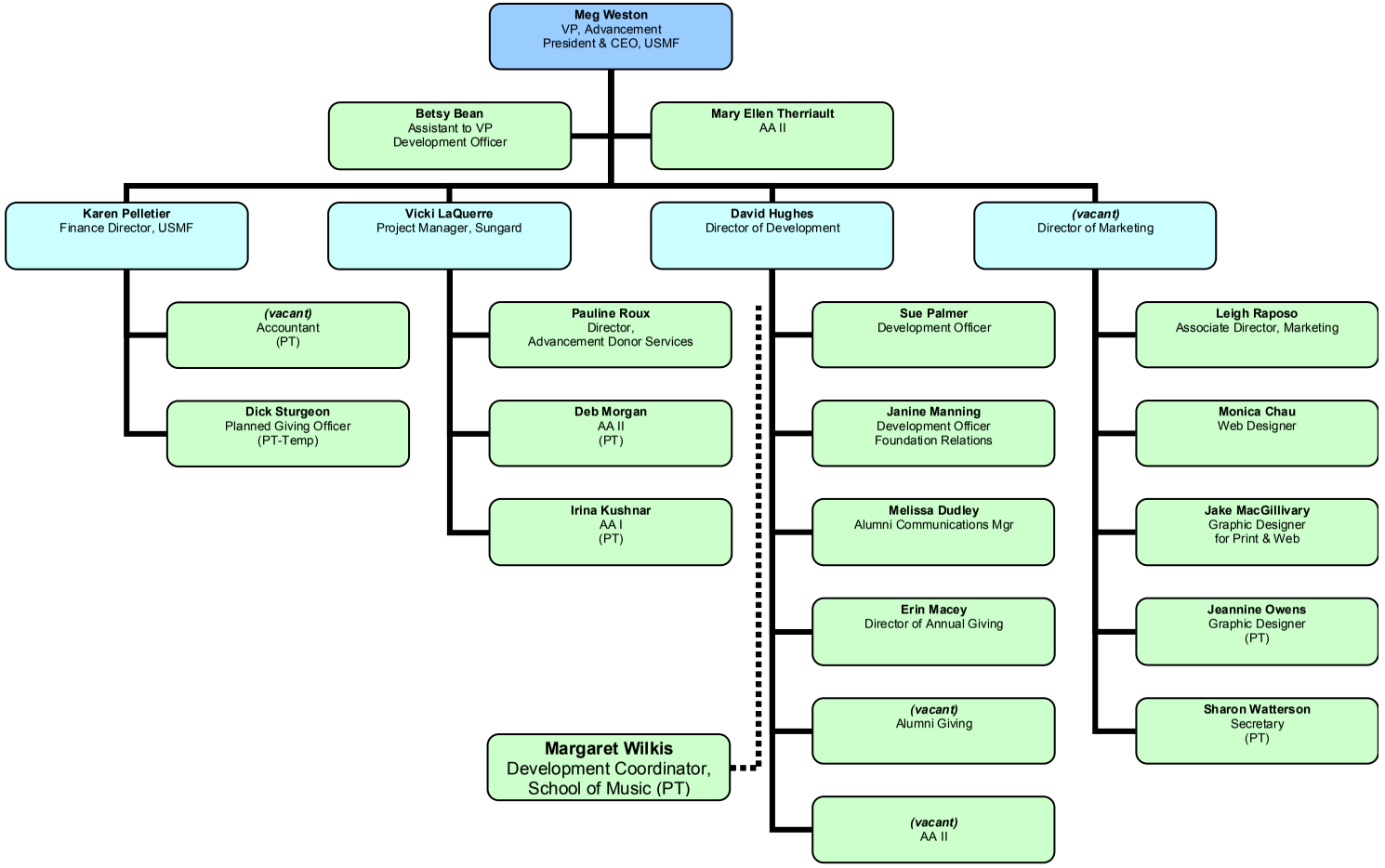
UNIVERSITY OF SOUTHERN MAINE
Division of Information and Technology

# Division of Information and Technology

January 2009



# University Advancement Organizational Chart



# Introduction

Like with most public universities, the fiscal uncertainty of the times has resonated within the halls of the University of Southern Maine (USM). Budget reductions - at both the state and federal levels - have been alarming, forcing the University of Maine System to impose consolidation and cost cutting measures on each of the seven campuses under its domain. All of our resources - people and financial - are stretched thin and, as is true in many sectors of the economy, are "doing more with less". While excellence in public higher education remains a realistic goal for this state and this institution, its achievement continues to get more difficult.

What becomes clearer as we look back over the last two years in particular, is that the current configuration of this institution, as we have known it, will change. That change began slightly over two years ago with the appointment of a new President – Dr. Selma Botman; the first in 16 years. Since her arrival, a review of the entirety of USM units, with an eye toward a re-conceptualization of the prospects and potentials of the institution, has been a constant. As Dr. Botman wrote in a letter to the USM community in December 2009:

> *Fiscal reality leaves us no choice but to reorganize USM's schools, colleges, academic programs, and administrative units in order to reposition the university for future growth and sustainability. This is difficult but urgent work. As responsible stewards of the public resources entrusted to us, we owe the State of Maine, our students, and their families our best, most creative and responsible efforts. There is great strength within this university, and I believe ... an exciting opportunity to tap it in support of our goal to advance this precious public educational resource.*

A strategic planning process, followed by a reorganization planning process situated USM for modifications. Over the next two years, the reorganization should transform the institution. We anticipate that the internal workings of the institution will be more efficient - tighter, more succinct, better coordinated and more seamless – while it retains academic rigor, integrity, and quality. We are still writing the future of this institution as we complete this self-study process.

The USM NEASC Steering Committee, chaired by Professor Luisa S. Deprez, has been diligent in its work to ensure that the Self-Study is honest, clear, articulate, insightful, and inclusive, and careful to consider and identify areas that need greater attention and work. It is because of the work of this twenty-four person committee, and the over two hundred faculty and staff participants, that this Self-Study has accomplished its intents in furtherance of USM's core aims, as embedded in the Mission Statement:

- to advance the institutions' mission to provide students with a high-quality, accessible, affordable education;
- educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service;
- foster a spirit of critical inquiry and civic participation;
- embrace academic freedom for students, faculty, and staff;
- advocate diversity in all aspects of its campus life and academic work; and
- create an intellectually stimulating environment that enriches and fosters faculty scholarship and research.

ACCREDITATION STEERING COMMITTEE
Chair: Luisa S. Deprez

Standard 1
Luisa S. Deprez

Standard 2
Jack Kartez

Standard 3
Roxie Black, Sally Vamvakais

Standard 4
Mark Steege, John Voyer

Standard 5
David Carey, Cathie Fallona

Standard 6
Beth Higgins, Adam Tuchinsky

Standard 7
Matthew Edney, David Nutty

Standard 8
Tom Knight, Bill Wells

Standard 9
Andy Anderson, Dick Campbell

Standard 10
Bob Caswell, Dennis Gilbert

Standard 11
Lliam Harrison*, Jean Whitney,

Joan Boggis, Provost's Office
Susan Campbell, Vice Provost for Academic Affairs
Jerry LaSala, Faculty Senate
Tom Wood, Profession Staff Senate*
* thru June 2010

The Self-Study process commenced in Summer 2008 with the selection of Professor Deprez to lead this effort by then-Provost Mark Lapping. Over the next few months, Dr. Deprez approached numerous faculty and staff to secure a co-chairship for each Standard Committee – preferably a combination of faculty and staff leadership. Upon completion of the appointment of these committee leadership positions (20 in all) as well as representatives from the Senates and other key representatives, over 200 faculty and staff received a letter of invitation from Dr. Botman to participate on a specific committee or sub-committee (we divided Standards Standards 4, 5, and 6 into sub-committees for each of the foci). At an April 2009 luncheon meeting for all USM participants, NEASC CIHE VP Pat O'Brien described the Self- Study process. Over the next nine months, individual standards committees held regular meetings, coordinated by a Steering Committee that met monthly to oversee the process and to attend to the many issues that emerged – most particularly those of coordination and consistency within the self-study. In February 2010, a completed draft was shared with the entire NEASC committee. During the spring of 2010, committees redrafted their standards based on feedback from the Chair and from cross-fertilization with other committee co-chairs (each of the committee co-chairs were assigned to review and comment on a standard outside their own, and to receive the review and comment from another committee's co-chairs). In Fall 2010, the NEASC Steering Committee will hold a series of USM community meetings on each of the three campuses to provide for additional university input to ensure that this document is representative of, and supported by, the institution as a whole.

While we are certainly aware that this Self-Study document serves primarily as an application for the continued accreditation of USM, we have also approached it as an opportunity to provide an integrated picture of the institution from which on-going analysis and planning can and should emerge. When we considered how to go forward with this process, we knew that we did not want it merely to re-accredit the university but also intended that it serve as a resource for the campus and broader community to help guide the re-imagining of the university. Hence, the Steering Committee approached each standard as a component of the whole, dependent on and integral to each of the other standards for its execution and achievement. To

this end, committee co-chairs read each others' work and incorporated feedback from the broader USM community. We are confident that this Self-Study is an accurate representation of USM at this time and portrays an institution that while in flux, is destined to re-emerge stronger and more vibrant, more secure of its mission and its position within the higher education community in the State of Maine than ever before.

# NEASC Membership List

**Steering Committee**

**Chair**

Luisa S. Deprez, Professor of Sociology, College of Arts and Sciences, and Women and Gender Studies, Women and Gender Studies Program (Chair of Mission and Purpose Committee)

**Committee Members**

Andrew Anderson, Associate Dean and Professor of Technology, School of Applied Sciences, Engineering and Technology (Co-Chair of Financial Resources Committee)

Roxie Black, Director and Professor of Occupational Therapy, Lewiston-Auburn College (Co-Chair of Organization and Governance Committee)

Richard Campbell, Chief Financial Officer (Co-Chair of Financial Resources Committee)

Susan Campbell, Associate Vice President of Academic Affairs

David Carey, Chair and Associate Professor of History, College of Arts and Sciences (Co-Chair of Faculty Committee)

Robert Caswell, Executive Director, Office of Public Affairs (Co-Chair of Public Disclosure Committee)

Matthew Edney, Professor, American and New England Studies, Geography and Anthropology Department, College of Arts and Sciences, Osher Map Library and Smith Center for Cartographic Education (Co-Chair of Library and Other Information Resources Committee)

Catherine Fallona, Chair and Associate Professor of Teacher Education, College of Education and Human Development (Co-Chair of Faculty Committee)

Dennis Gilbert, Instructor of Communication and Media Studies, College of Arts and Sciences (Co-Chair of Public Disclosure Committee)

Elizabeth Higgins, Executive Director of Academic Advising & Enrollment Services (Co-Chair of Students Committee)

Jack Kartez, Professor of Community Planning and Development, Muskie School of Public Service (Chair of Planning and Evaluation Committee)

Thomas Knight, Associate Professor of Biology, College of Arts and Sciences (Co-Chair of Physical and Technological Resources Committee)

Jerry LaSala, Professor of Physics, College of Arts and Sciences and Faculty Senate Chair

David Nutty, University Librarian and Director of Instructional Technology and Media Services (Co-Chair of Library and Other Information Resources Committee)

Rosa Redonnett, Executive Director of Student Affairs, University of Maine System (ex-officio)

Adam Tuchinsky, Associate Professor of History, College of Arts and Sciences (Co-Chair of Students Committee)

Sally Vamvakias, civic leader and former chair of the University of Maine System Board of Trustees (Co-Chair of Organization and Governance Committee)

John Voyer, Professor of Business Administration, School of Business (Co-Chair of The Academic Program Committee)

William Wells, Chief Information Officer (Co-Chair of Physical and Technological Resources Committee)

Jean Whitney, Associate Professor of Teacher Education, College of Education and Human Development (Co-Chair of Integrity Committee)

**Standard 1: Mission and Purposes**

**Committee Chair**

Luisa S. Deprez, Professor of Sociology and Women and Gender Studies, College of Arts and Sciences and Women and Gender Studies Program

**Standard 2: Planning and Evaluation**

**Committee Chair**

Jack Kartez, Professor of Community Planning and Development, Muskie School of Public Service

**Standard 3: Organization and Governance**

**Committee Co-Chairs**

Roxie Black, Director and Professor of Occupational Therapy, Lewiston-Auburn College

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**Scholarship, Research, and Creative Activity Sub-Committee**

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**Standard 7: Library and Other Information Resources**

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# Institutional Overview

# Institutional Overview

The institution now known as the University of Southern Maine (USM) has been many things to many people since first opening its doors to the public in late December of 1878. A regional normal school. A state teachers college. A junior business college. An extension of the state's land grant institution. One of seven institutions created through a merger of Gorham State Teachers College and the University of Maine at Portland as part of a new statewide university system (UMS). And, finally, the state's only urban, regional comprehensive university. Over the last two decades, however, USM has experienced a period of unprecedented growth and transformation, one unmatched even by the historical standards of a university that emerged from no fewer than seven predecessor institutions.

Current University of Maine System Chancellor Richard L. Pattenaude served as USM President from July of 1991 to the July of 2007. Upon his arrival, President Pattenaude told business and community leaders that USM should be an institution appreciated as an economic and cultural resource for the region. Indeed, a 2005 independent survey conducted over a five-county area found that 88 percent of the general public and 97 percent of business and community leaders felt that USM had a positive impact on the region's quality of life.

The hallmark of his presidency was what he often referred to as "the entrepreneurial university." During his 16-year tenure, institutional leaders were empowered to develop and implement proposals for academic programs and services that met clearly defined community needs. As a result, a dozen undergraduate, five masters and two doctoral programs were launched. Additionally, more than $120 million in capital projects were undertaken, among them a new library, a sports complex, an engineering and technology center, two new residence halls, a new home for the Muskie School of Public Service and the Osher Lifelong Learning Institute, a community education center, a bioscience research center and expansion of the Lewiston-Auburn campus.

Beginning in 2007, however, this period of rapid growth was coming to an end. USM, like other institutions of higher learning, faced the challenges of changing population demographics, the emergence of accessible and less expensive educational options (in Maine the emergence of an increasingly popular community college system), and the now all-too-familiar financial crises.

It was in this environment that the UMS Board of Trustees appointed Selma Botman as USM's 10th president. Shortly after her appointment in the spring of 2008, President Botman told faculty and staff, "The circumstances we are facing as a university, as a state, and as a nation require us to think carefully about what we do and have the courage - and the vision - to face the challenge of doing things differently in order to ensure that we do them most effectively." Facing this challenge of "doing things differently" has resulted in a period of profound institutional transformation, during which a campus culture is emerging with a consistent and systematic focus on institutional priorities, particularly those of fiscal sustainability and improving student persistence toward graduation.

A new strategic plan, "Preparing USM for the Future," states, in part, that the university has "ambitious goals as northern New England's outstanding, public, regional, comprehensive university." Yet the plan also stresses that USM "...embraces its responsibility to serve as a wise and prudent steward of the public resources entrusted to its use so that its undergraduate, graduate, and professional programs may thrive." With this plan as a guide – in particular its goals of ensuring student success and the university's

fiscal sustainability ~ USM eliminated a community-based fitness program and an under-enrolled child care program; consolidated academic advising and related programs to improve service to students; and reorganized several non-academic administrative units. As of this writing the university is implementing an academic reorganization, the first substantive review and change in its academic structure in more than 30 years.

The academic reorganization, as outlined by President Botman in a guest editorial published in the June 23, 2010 edition of the Portland Press Herald, "...will further distinguish and energize our academic core, while repositioning us for future growth and sustainability. Most importantly, it will enhance the educational experience for our students." Using a collaborative design process, six schools and colleges were consolidated into three new colleges. Through the implementation process, which is scheduled to be completed by the fall of 2011, the new college structure is designed to foster the grouping of academic disciplines in ways that will cultivate opportunities for new and innovative interdisciplinary studies. Importantly, USM also has an approved, redesigned core curriculum, scheduled to be implemented in 2011.

Ensuring that institutional priorities are strategically aligned with an institution's budgetary decision-making process is a complex and long-range undertaking. Here, considerable progress has been made. From 2008 through 2009 alone, USM faced a debt to the University System of $4.4 million; a state curtailment of $2.7 million; credit hour declines; and increases in operating costs. We now have balanced the budget, repaid the debt to the System three years ahead of schedule, and stabilized enrollment with improved student retention numbers. But we, indeed all of public higher education, must continue to find ways to balance student and public expectations with fiscal constraints. As President Botman noted in her 2010 annual address to faculty and staff, we "...must remain vigilant and disciplined over the months and years ahead to ensure that nothing threatens our institutional sustainability." USM is emerging from the last three years with the goal, in President Botman's words, "...of preparing the university for a new era of reinvestment and strategically managed growth."

Thus, it was within this context of constant and ongoing change that the University of Southern Maine's 2010 Self-Study Report was written. We are still writing the future of the university as we complete the self-study process.

In reading the self-study, it is worthwhile to note that many of the projections, across all Standards, reflect an institutional focus on ensuring fiscal sustainability and student success while maintaining integrity and high scholastic standards. Among the projections are:

- The institution will respond to mandates from the Chancellor under "New Challenges/New Directions" so as to synchronize "Preparing USM for the Future" with the System's planning and evaluation efforts ensuring the communication of annual strategic plan implementation progress and priorities to all sectors of the USM community, with particular attention to communicating criteria for program investment and disinvestment as they are developed.
- The Core Curriculum Committee will, in Fall 2011, begin to develop assessment plans for the second tier courses and Mid-career Seminar with full implementation set for 2014. Capstone assessment will begin in Spring 2011 with implementation in Fall 2011. The University will use these transformations to improve student persistence to graduation and to attract new students and will begin highlighting its nationally recognized curriculum in its marketing efforts.

- The integration of Advising Services, Career Services and Professional Life Development, and Early Student Success into three complementary Student Success Centers, the revitalization of an enrollment management function, and the search for a director of Institutional Research will ensure USM's ability to positively influence persistence and graduation rates at both the undergraduate and graduate levels.
- The Office of Academic Assessment will create, by 2014, a campus-wide formal process for collecting institutional data using direct assessment methods (essays, portfolios, exams, research projects, etc).
- USM Libraries staff will refine the mission and vision statements to include: the development of an active planning process featuring the undertaking of the LibQual Lite survey in 2012 and student forums for feedback, the Library Liaison Program fostering uniformity and pro-activity in outreach to departments, and strengthening the provision of services to students at a distance and online.

USM will work closely with the University of Maine System in identifying and implementing strategies to enhance revenue, control costs, and effectively manage resources. It will strive to align budgets with the strategic priorities of the institutions. Several of those strategies will be undertaken as part of the System's work plan New Challenges, New Directions Initiative that has several items that relate to the financial resources of both the overall system and the individual campuses.

The guiding principle in the creation of this self-study report was *inclusivity*. More than 200 members of the campus community were active on the Steering Committee and/or the 11 Standard Sub-committees. Because of the collaborative nature of the process, we believed it important that the self-study report not be formatted in a single, stylistic voice across all Standards, but be presented in a range of styles that reflect the richness of experience and insight offered within each subcommittee.
As a comprehensive and candid assessment of USM's strengths and weaknesses at a critical time in its history, the question arose on how the university might use the self-study report once the accreditation process has been completed. Out of these discussions, meetings with USM's Strategic Plan Implementation Steering Committee were held to determine how the appraisals and projections in the 11 NEASC Standards can inform and, indeed, help drive specific strategies to implement each of the Strategic Plan's eight goals.

As we enter the second decade of the 21st century, for us, the NEASC process of rigorous self-examination and appraisal is more than a means to an end. We expect that it will help inform and guide the university through what promises to be the most transformative decade in its history.

# Standard 1: Mission and Purposes

**The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.**

## DESCRIPTION

The first formal mission statement for USM was approved by the University of Maine System (UMS) Board of Trustees in 1978 and underwent a revision in 1985. The first mission statement came as a result of the creation of USM in 1969 – the result of the merger of Gorham State College, the University of Maine at Portland, and the independent University of Maine School of Law based in Portland. The 1985 revision came about as part of a system-wide review of all campus missions which called upon USM to expand its focus on professional fields – law, human services, health care and education – and strengthen its delivery of science, engineering, computer science and technology programs, essential to the southern Maine region. It also reflected a new involvement in the development of public policy. Descriptors which have remained constant through all iterations of the mission statement are "comprehensive university" and "undergraduate, graduate and professional programs" while attributes include the recognition of a distinguished faculty, diversity in all aspects of campus life and academic work, and community engagement - writ large.

On October 3, 2008 the USM Faculty Senate approved a revision of USM's Mission Statement which better highlights, and more deliberately reflects, institutional aspirations and values. This revision arose from the work of a Mission Statement Committee, comprised of faculty from each of the seven academic units appointed by former Provost Mark Lapping. The resultant statement, recently approved by the University of Maine System (UMS) Board of Trustees, reads as follows:

> *The University of Southern Maine, northern New England's outstanding public, regional, comprehensive university, is dedicated to providing students with a high quality, accessible, affordable education. Through its undergraduate, graduate and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service. Distinguished for their teaching, research, scholarly publication and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work. It supports sustainable development, environmental stewardship, and community involvement. As a center for discovery, scholarship and creativity, USM provides resources for the state, the nation, and the world.*

## APPRAISAL

Current deliberations within the University of Maine System, as a result of a recently released report entitled "The University of Maine System and the Future of Maine: The Final Report and Implementation Plan of the New Challenges, New Directions Initiative" call for each of the seven campuses within the system to review and, if necessary, revise its mission. By June 2011, the expectation is

to "Implement refined missions and commence new 5 year strategic plans for each university." The current strategic planning process, instituted by President Botman upon her arrival in 2008, together with regular reports by her and Interim Provost John Wright to the entire USM community keeps the Mission, Vision, and Strategic Goals at the forefront of institutional endeavors.

**PROJECTION**

The Mission Statement captures the intentions of the institution. High quality teaching; scholarship acclaimed at international, national, and local levels; extraordinary commitments to community service and service learning; and integrity continue to be central aspects to the growth and development of USM.

**INSTITUTIONAL EFFECTIVENESS**

The University of Southern Maine has periodically reviewed and revised it Mission Statement and activities, always ensuring that the alignment between the two is sustained. The latest revision of the Mission Statement was adopted by the Board of Trustees in December 2010. This Mission Statement will serve as a guide for the institution as it continues to evaluate and transform itself and as it continues to "weather" the financial challenges that lie ahead.

# Standard 2: Planning and Evaluation

**The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.**

## OVERVIEW

A new strategic plan at USM confronts recognized needs to focus its investments after a period of expanding activities and to refine the institution's identity. A strategic implementation and investment process now underway since the 2009 strategic plan adoption provides a new framework for achieving that aim. This work remains underway and is also influenced by major but incomplete statewide planning and assessment being undertaken by the Chancellor's Office of the University of Maine System.

## DESCRIPTION

Strategic planning at USM, which had not been a major university function, reached its first significant milestone with two major statements of direction a decade ago: The October 2000 USM Board of Visitor's report "A Southern Maine Imperative: Meeting the Region's Higher Education Needs in the 21st Century," and The USM Plan , a five-year strategy issued by the President's Office. These efforts identified needs for new commitment to aligning resource allocation and development with institutional priorities and ongoing academic program planning.

A subsequent five-year strategic plan, Transforming USM 2004-2009 was aimed at detailed implementation of what has been defined in USM's 2006 Fifth-Year Report to NEASC as "...a paradigm and cultural shift that challenges all faculty, staff and students to think differently about the college experience and the roles they play in constructing that experience." The 2006 Fifth-Year Report characterized this as a "transitional moment" for the institution.

Since the 2006 Fifth-Year Report, a number of simultaneous, rapid, and consequential environmental, institutional, and organizational leadership changes altered the context in which USM's planning functions are carried out. USM ended fiscal years FY 2005 through FY 2008 with operating deficits, arising from a number of conditions detailed under Standard 9. A University of Maine System-commissioned review of finance systems at USM by the firm PriceWaterhouseCoopers (PWC) proposed a number of actions which have been carried out (see Standard 9) by both the system and USM.

By the 2008-9 fiscal year, economic conditions created the need for further budget reductions (see Standard 9) and the System Chancellor's Office undertook a major new planning initiative, "New Challenges, New Directions" to address anticipated needs for 2010-2014. The System-level plan issued in November 2009, "Final Report and Implementation Plan of the New Challenges, New Directions Initiative" requires campus budget trimming in concert with strategic focusing of each campus' academic mission, offerings, and identifying new revenue sources.

It is in this context that USM's first new president in sixteen years, Dr. Selma Botman, arrived in July, 2008. Dr. Botman's administration was obliged from its inception to address new rounds of budget

reductions mandated by the System and Governor's Office's. Upon her arrival, President Botman initiated a new five-year strategic planning process, creating "Preparing USM for the Future, 2009-2014."

The growth-oriented plan *Transforming USM* and its closely associated capital campaign (USM's first) had been largely completed. But the university was confronting the need to reorganize finances and especially to bring the institution's scope of academic and other activities into alignment with a sustainable budget for the long-term in light of both state and national fiscal stress and the structural change in USM's enrollment profile: significantly fewer lower-division students due to intentional statewide policy changes expanding the Maine Community College System.

A new framework was needed for setting the institution's priorities strategically.

The new strategic planning process has confronted three fundamental and inter-twined institutional planning issues at USM: the need to focus investments rather than "being all things to all people;" the need to achieve fiscal sustainability, and; the need to develop a more distinct identity for the institution within the UM System, especially given the new mandates in the System Chancellor's strategic plan "New Challenges, New Directions." The strategic planning process has been rapidly followed in the 2009-10 academic year by a Reorganization Plan aimed at needed efficiencies in USM's arrangement of academic colleges and schools, which was adopted in the spring of 2010, and by an innovative strategic plan implementation process that institutionalizes major changes in how campus-wide planning is conducted as an ongoing effort.

"Preparing USM for the Future, 2009-2014," has a focus on sharpening priorities consistent with fiscal sustainability. The eight strategic goals (see sidebar) are general pillars for decisions meant to work together with an overarching theme of improving student success. The plan identifies twenty-three specific action objectives related to these goals, as the basis for more detailed implementation.

This process has entailed an unprecedented level of involvement from all sectors of the institution's community including faculty, students, staff, administrators and community members. These interests were represented through the involvement of over 100 people in fou staffed working groups on engaged education, inter-disciplinarily, access, and the distinctive USM challenge of "3 Campuses-One University."

A new form of implementation process for USM is now underway for the 2009-2014 strategic plan. A key innovation for USM is that this process is meant to allow for ongoing adjustment of the actions, within the broad plan framework, as new conditions may emerge.

Preparing USM: Strategic Goals

- Serving the needs and aspirations of 21st century Maine
- Making student success a core university priority
- Providing distinctive graduate and professional education
- Supporting faculty research, scholarship, and creative activity
- Ensuring the university's fiscal sustainability
- Furthering the university's commitment to diversity
- Strengthening community
- Deploying USM's physical plant in support of the university's mission

A second innovation is the broad level of participation in ongoing plan implementation. Eight task teams for each of the eight goals are composed of groups of ten administrators, staff, faculty and students. Each team is responsible for developing specific proposals to implement the action items in their goal area, with specific measurable objectives, a definitive timeline and resource plan, or request and explicit identification of cost-savings or costs. Chairs from these task teams, together with the president's administrative cabinet, form the twenty-three member Strategic Plan Implementation Steering Committee.

> "Since various aspects of these strategies are interdependent (for instance, budgetary constraints or required infrastructure investments will necessarily influence student success or faculty research initiatives), the timeline for implementing each strategy will be adjusted during ongoing assessment of the five-year process and the application of appropriate performance indicators. Additional actions and initiatives will emerge over the life of this plan in order to further focus each strategy, shape its outcome, or respond to new opportunities to advance the university. "
>
> "Preparing USM for the Future: 2009-14, " p. 18

The Reorganization Plan emerged as a step in USM's continuing fiscal readjustment as well as a means to create an environment for greater cross- and inter-disciplinary collaboration—especially in the area of undergraduate education, a focus of the new strategic plan. With seven colleges and schools, USM has had a much more dispersed and costly academic structure than public institutions of comparable student populations (for example, the University of Maine). This is only in part due to the unique multi-campus (locations in Gorham, Portland and Lewiston) structure of USM The timing of this reorganization effort has also been driven by the expectations of the UM System Chancellor's "New Challenges, New Directions" report for fiscal efficiencies and programmatic focus at each campus.

President Botman commissioned a Task Force of collegiate deans and the Associate Vice-President for Academic Affairs early in AY 2009-10 to develop a multiple-scenario framework for deliberation on reorganizing USM's collegiate and administrative structure to insure effective delivery of academic programs within USM's needed forward fiscal profile. The reorganization task force "white paper" report served as a "conversation-starter" for the university community's exploration during the spring 2010 semester of alternative administrative forms, intended for final Presidential decision by spring 2010 and implementation over the next (2010-11) academic year.

As part of the Reorganization Plan process, two university-wide Convocations were held early in the 2010 spring semester in January and February. The February "Innovation" Convocation used large-scale small-group engagement (i.e. "open space") in order to gather wide views and reactions from every sector of the USM constituency regarding the reorganization and inform the work of the Task Force. Input from these events and other college-level meetings and forums was considered by a Design Team consisting of three administration members, three Faculty Senators, and the Special Assistant to the President for Planning. The Design Team issued a specific reorganization proposal on March 19, 2010. The Reorganization Plan following this proposal was approved by the President, by the Faculty Senate in April, 2010 and the University of Maine System Board of Trustees on May 24, 2010.

Several processes were initiated in the summer of 2010 to help articulate how the reorganization implementation process will unfold during the fall 2010 and spring 2011 semesters. With the input of the Faculty Senate Executive Committee, three working groups were formed and charged with drafting guidelines to update governance documents; tenure and promotion policies; and to establish a university-wide curriculum committee. Moreover, the Provost established a standardized organizational structure for staffing of the dean's offices in three newly constituted colleges. In addition, anew, standardized organizational structure (a chair or program leader; an Administrative Assistant and not fewer than 12 FTE (faculty) has been established as the basis for academic departments within colleges.

In this period of rapid change, implementation of the other ongoing major planning initiative at USM, the new General Education curriculum, also began successfully (See Standard 4). Evaluation systems have also transitioned to a new level of assessment that incorporates greater use of external review (discussed below).

The extent of academic and functional area evaluation has expanded in parallel with strategic planning over the last six years. Use of external evaluation has greatly increased with a commitment to achieve the capacity to make decisions in a more data-driven manner.

A set of connected initiatives have been underway in the area of student academic support needs. The institution began to participate annually in the National Survey of Student Engagement (NSSE) in 2002 as well as FSSE (the parallel faculty survey). USM proposed and obtained a major grant from the Davis Educational Foundation to plan for a significantly new approach to General Education at the institution. Heightened awareness of student success benchmarks grew from recognition that campus perceptions among faculty and staff were not congruent with newly observable facts. The institutional research function was not adequate to needs. A System statewide mandate for placing all student, personnel, and fiscal data on the PeopleSoft platform was beginning but years from successful full implementation.

In 2005-6, the Provost's Office obtained a grant from the MELMAC Educational Foundation for the "Project to Support Student Retention, Success, and Graduation at USM." This effort has been aimed at organizing to better utilize NSSE and other data sources and to develop more effective advising and student support strategies including the new Entry Year Experience (EYE) courses as part of the developing General Education reform. The MELMAC project has involved instituting regular assessment and reporting of progress. During this period, USM also began participation in the Delaware Study of instructional costs and productivity as another source of benchmarking data.

In 2008, USM academic affairs engaged a site visit team from the National Academic Advising Association (NACADA) to conduct a holistic consultation on restructuring and maximizing student success resources across all of the non-instructional academic support services spanning USM's three campuses. A first-time innovation in this evaluation effort has been the undertaking of self-study analyses by the campus units themselves (this includes Advising Services, Early Student Success, Learning Foundations, Community Service and Student Engagement, and Career Services).

The October 2008 report of the NACADA team focuses on needs to integrate student success services both among the staff units involved and to align non-instructional student services with academic

affairs as a whole, including more faculty roles.

The academic support evaluations are a cumulative effort positioning USM to make progress on fundamental needs to: 1. Remove unnecessary, non-beneficial "silos" separating cohesive staff services from students, faculty and each other; 2. Build capacity with routine metrics and a culture to make data-based decisions about academic services and success, and; 3. Utilize external review strategically. An external review of the Registrar's Office is underway with a site team from the American Association of College Registrars and Admissions Officers (AACRAO).

Academic (curricular) program review has been conducted regularly under both campus practice and University of Maine System requirements for program review every seven years for established programs. USM maintains a comprehensive campus schedule of academic program review dates which is incorporated into a recently developed new Academic Program Review procedural guide. Degree programs with specialized accreditation (or school-level specialized accreditation) utilize those reviews to meet these requirements (e.g., USM 's electrical engineering bachelor's degree and School of Business curricula received such accreditations from ABET (Accreditation Board of Engineering and Technology) and AACSB (Association to Advance Collegiate Schools of Business) respectively in the past two academic years. Academic affairs is establishing more consistent use of external review wherever possible for programs without specialized accreditation. Other significant external evaluations have been undertaken based on external reviews in the areas of research/scholarship and campus facilities.

**APPRAISAL**

**Strategic Planning and Reorganization Planning:** Strategic planning at USM has changed markedly in both process and the methods to achieve implementation. Participation has been wider and a relatively broad group continues that practice in the Strategic Plan Implementation. The Reorganization Design Team was viewed as a success by many on campus and a new paradigm for administration-Faculty Senate collaboration.

The Strategic Plan implementation framework has set the stage for a much more integrated and transparently observable approach to major strategic decisions—one of the longest-observed needs for USM alongside more focused investments. So recent has been the creation of this framework that quantifying the path of investment decisions and the focusing of programs is difficult. The work of the Strategic Plan Implementation Task Teams has been to set further priorities that will be pursued on an annual, ongoing and hence measurable and observable basis.

Implementation of the reorganization is being undertaken during the 2010-11 academic year as discussed in subsequent standards.

A second expectation is that the new colleges and subunits will promote collaborations on sponsored research, scholarship and creative activity. A third aim is to overcome persistent problems of being "one-deep" in many areas of curricula which impedes faculty development opportunities (e.g., leave, new course development).

**Action on Evaluation:** Strategic planning has created a stronger context in which to carry

out indicated actions from evaluation and external review. For example, in the student support area, administrative changes have been made to align academic services with academic affairs instead of in the non-academic student services division. The MELMAC grant effort has been translated into substantive change. In 2008 the involved student service units initiated the PASSPORT (Promoting Advising for Student Success PORTal) Advising Network web site providing an integrated resource for staff, students and faculty to access tools and guidance for advising. This is turn provides a resource for the newly-created Student Success Centers since the strategic plan's adoption. As a result of the research/scholarship review (Lovett/Collins-AAAS) a campus-wide, faculty-staff Research Council now provides an institutional voice for the full range of research, scholarship and creative activity (RS&CA) interests and has created innovations in joint faculty-staff development opportunities such as the annual "Pineland Research, Scholarship and Creative Activity Conference." The Research Council advises an Associate Vice-President for RS&CA, also created as a brand new position as the result of the external review.

One area of unmet need remains the revitalization of a central, dedicated institutional research function. On ongoing search for a new Director of Institutional Research has not yet been successfully concluded.

Academic program reviews need to consistently make more rigorous use of external review and performance metrics across all units, continuing the work of pilot studies sponsored by the Provost's Office for the Mathematics & Statistics Department and the Therapeutic Recreation curriculum during 2009-10.

**PROJECTIONS**

The institution will:

- Respond to the mandates from the Chancellor under "New Challenges/New Directions" so as to synchronize "Preparing USM for the Future" with the System's planning and evaluation efforts.
- Take steps to communicate annual strategic plan implementation progress and priorities to all sectors of the USM community, with particular attention to communicating criteria for program investment and disinvestment as they are developed.
- Address a number of needs in the institutional data/research/metrics, particularly the concluding of recruitment of an Institutional Research Officer and making key metrics available on a more visible and frequent basis to the USM community
- Address needs regarding Reorganization Plan implementation, including support of faculty development needs for skills required in interdisciplinary unit planning; Monitoring of reorganization impacts on undergraduate and graduate student success metrics, and; Review of academic rules and Registrar procedures that may hinder interdisciplinary or cross-unit collaborations in instructional delivery.

**INSTITUTIONAL EFFECTIVENESS**

USM has undergone concrete change to develop and use planning and evaluation as an integral and consequential function to guide university decisions. These changes have been underway since the

Fifth Year Report to NEASC in some areas of functional evaluation, especially non-instructional student support. The recently initiated current cycle of strategic campus-wide planning has created a framework within which specific evaluation efforts' findings can be pursued through an ongoing, more transparent and integrative implementation process at the institution. At present, although there is still significant work to be done using that framework and specific actions to be pursued as discussed under Projection, the institution has already attained more alignment of its fiscal capacity with a sharpened focus on its scope of academic programs and its non-academic services, organized around the predominant goal of student success. This addresses the major areas of need identified in USM's previous interim self-study reviews (focus, alignment for fiscal sustainability and, substantive planning). This is a major step in disciplined effectiveness for the whole institution accomplished during a period of unprecedented fiscal stress during which two balanced budgets and two surpluses were achieved and debt incurred with the System has been paid back ahead of schedule.

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# Standard 3: Organization and Governance

**The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.**

## OVERVIEW

The University of Southern Maine (USM) is one of seven campuses of the University of Maine System (UMS) governed by a single Board of Trustees (BOT), appointed by the Governor and confirmed by the Maine Legislature. Created by the 103rd Legislature in 1968 the UMS was established"...to develop, maintain and support a structure of public higher education in the State of Maine which will assure the most cohesive system possible for planning, action and service in providing higher education opportunities..." (M.R.A. Title 20, 2251).

USM's Board of Visitors (BOV) is a community advisory board established to advocate for the institution, advise the president on community and campus needs, and review new programs and other proposals before they are submitted to the UMS Board of Trustees.

Shared governance is identified by both the BOT (bylaws Statement on Shared Government) and USM (Faculty Handbook; Governance Doc.) as a hallmark of the institution. The BOT, BOV, USM President, administration, faculty and staff all play important roles in the governance of the University of Southern Maine. At the more specific university-level, shared governance plays a role in academic policies, peer review, the academic selection processes, and budget and strategic planning, all of which help facilitate the University mission and purpose.

As the second largest institution in the system, USM is organized into a three-campus institution, recently restructured to comprise five academic units which offer both undergraduate and graduate degree-granting programs. The previous organization of eight academic units, coupled with the expansion of buildings, programs and services which have been unsupported by necessary infrastructure, was no longer financially sustainable, compromising the institution's effectiveness. The current structure was developed to address those issues.

Duties of the Board of Trustees

- Enhance UMS and its mission
- Provide sound financial management
- Evaluate system administration
- Planning strategies for programs
- Allocating resources effectively
- Review and approval of system programs
- Monitoring UMS's fiscal solvency
- Review and approve mission statements and strategic plans for the 7 universities in the system

## DESCRIPTION

### Board of Trustees

As stated on the Board of Trustees website, the 16-member Board of Trustees, are representative of Maine's population, taking into account "affirmative action criteria, professional education and experience and equitable geographic representation." (Charter of UMS; BOT Policy Manual, Section 102). As such, the Board must show evidence of accountability to the public for its performance (PM Sect. 102.4-B). In 2004, the BOT met this charge by leading a strategic planning process for the system that culminated in the UMS Strategic Plan entitled "New Challenges, New Directions", a report that examined costs and opportunities in three broad arenas: administrative, student, and financial services; Academic programs and services; and Structure and Governance.

The Board has final authority over all matters of the UMS including all educational, public service and research policies, financial policy, and the relation of the University System to the state and federal governments (BOT by-laws; UMS Constitution; BOT Policy Manual). It also requires that the mission statement and strategic plan from each university conform with the overall strategic plan for the system (PM, Sec. 301).

### Chancellor, University of Maine System

The BOT appoints, evaluates, consults with, and delegates to theChancellor the "authority to execute policies established by the Board, together with BOT responsibility for the internal government and administration of the UMS" (Policy Manual, Sect. 103). Governance documents indicate an interdependent relationship between the Chancellor, the BOT, and the USM President.

Responsibilities of the President

- Implementation of plans, policies, and directives from the BOT and Chancellor
- Effective communication with the Chancellor and all members of the USM community
- Academic leadership of the University
- Development and administration of USM's budgets; establishment of priorities for expenditures and revenue projections
- Administration of all programs affecting student life
- Development of an effective community relations program
- Ultimate authority for developing, maintaining and operating the USM physical plant

### University of Southern Maine

USM is organized within a typical governance structure, headed by a President, vice-presidents and other administrative staff members, who, through a shared governance philosophy with various campus Senates and Councils, oversee the functioning of all units at USM.

### President

The President of the University of Southern Maine is appointed by the Board of Trustees upon nomination by the Chancellor. The review of the President is the responsibility of the BOT, and is conducted by the Chancellor on behalf of the Board. Consistent with all other campus Presidents, the USM President holds the dual roles of chief administrative and chief educational officer of the institution (USM Governance

Document).

In an effort to honor the shared governance philosophy of USM, the President meets with the various Senates on a regular basis (Senates' minutes), with her administrative staff in formal and informal regular meetings, and has held numerous faculty and community meetings to increase dialogue and understanding of university issues.

The President is supported by an administrative staff, and five academic deans who report to her through the Provost and who are responsible, in concert with the faculty, for the quality and functioning of the academic programs. Of these administrators, three have been hired within the past year, as have four of the Deans. The newly reorganized structure of the University has changed the number of colleges and academic units, reducing the number of Deans to five. All Dean's positions have been filled and are presently functional.

Several academic councils advise the President and her staff. The University Council, convened by the President, provide her with advice on a wide range of issues related to campus administration. Current membership of this Council has increased to include the Vice Presidents, the Provost, the Associate Provosts, the Deans, other Unit Directors, representatives from the various Senates, the University Librarian and others. The Dean's Council is convened by the Provost and Vice President for Academic Affairs to address issues of academic concern. It is comprised of Deans, Associate Deans, the University Librarian, and Director of University Outreach. The Academic Council is comprised of the Provost, Assistant Provost of Undergraduate Education, the Special Assistant to the Provost, the Deans of all units, the Coordinator of the Office of Research Integrity and Outreach, the Executive Director of University Outreach, the Director of the Libraries, and the Program Directors. This council communicates with the Provost on all academic related issues, from which he then communicates and counsels the President. The membership of the Graduate Council includes the program directors of all graduate programs, and is convened by the Dean of Graduate Studies to advise both the President and the Provost on issues related to graduate studies.

**Faculty's Role in Governance**

Faculty at the University of Southern Maine enjoy the academic freedoms consistent withinstitutions of higher learning and provided by the UMS Charter (Sect. 102, 1-A) and Maine's Public Policy on Education (20-A M.R.S.A.section 10902). The Board's Statement on Shared Governance articulates the faculty role as:

- critical in fundamental areas such as curriculum, instruction, research and student life
- participation in the selection and review of their peers
- participation in the selection process for academic administrators
- participation in discussion of university mission, strategic plans and budgets

Much of this is realized in the Faculty Senate. The USM Constitution establishes the governance roles, responsibilities and authorities of the Faculty Senate, which is the academic community's primary advisory body to the president or, as appropriate, the chief academic officer, offering academic policy recommendations which apply to the University of the whole. The bylaws of the Faculty Senate establish the mission, composition, organizational structure and procedures of the Senate. These bylaws are in the

process of being amended in order to reflect the new organizational structure. USM has a very active Faculty Senate which meets monthly to address university issues that impact faculty. (Faculty Senate minutes). Additionally, a member of the USM faculty holds a representative position on the BOT.

**Student Governance**

Students at USM are actively engaged in shared governance through the BOT, through representation on the BOT as well as through two student government associations and the student senate. They also have representation on the Faculty Senate, and their voices and concerns are often present in the student newspaper, *The Free Press*.

Representation on the Board of Trustees: The BOT governance documents make provisions for consideration of student views and judgments through BOT student membership. Although student representation is rotated through the UMS colleges and universities, USM also has a non-voting graduate student on the BOT.

New Colleges Incorporating 6 Previous Schools and Colleges

Engineering, Health Professions, Nursing, Science & Technology College

Communication, Culture & the Arts College

Public Service, Business, Graduate Education & Social Work College

Portland-Gorham Student Government Association: The Student Government Association of the Portland-Gorham campuses is advisory to the President concerning student issues on the Portland and Gorham campuses. The P-G SGA Constitution defines the responsibilities of the group.

LAC Student Government Association: The Student Government Association of the Lewiston-Auburn campus is responsible for sharing student information to the BOT through communication with the Student Representative to the BOT, and for advocating for the students at LAC.

Student Senate: The Student Senate is an organization that supports student life and advocates for student concerns.

**Staff Governance**

Staff issues at USM are represented through the Classified Staff Senate and the Professional Staff Senate. Notably absent is staff representation on the Board of Trustees.

**University Structure and Organization**

As noted in Standard 2, USM is in the process of significant reorganization as part of the fiscal readjustment of the institution. The reorganization plan retains the unique Lewiston-Auburn Campus College and the University of Maine School of Law in its present form, and creates three thematic but diverse Colleges (See sidebar) from the previous six Colleges and Schools (Arts & Sciences, Education

and Human Development, Business, Nursing and Health Professions, Applied Science, Engineering and Technology, and the Muskie School of Public Service).

The three colleges, each of which is governed by its own dean who will report to the Provost, are intended to reflect major themes of a more focused USM: STEM education and Health Sciences; Arts and Social Sciences Professional Education in Business, Public Service, and Education.

**APPRAISAL**

The relationships between and among the University of Southern Maine, the Board of Trustees, and the Chancellor's office, and the authority of each, are delineated through policies, procedures and codes which are clearly stated and adhered to. The Board of Trustees has an institutional structure that calls for it to perform its functions through its various committees; this has not changed over several years. The University of Southern Maine continues to have strong faculty and student representation on the BOT, although it is noted, and is of some concern that there is no classified or professional staff representation on the board.

Governance structures at the University of Southern Maine have not significantly changed in relationship to the interaction between the university and the system. However, the recent changes in all levels of University administration, including a new President, Provost, and several Deans, and the structural reorganization of colleges, programs and personnel, engaged in to meet the serious economic issues of the University, have led to an institution which is currently attempting to meet the multiple challenges inherent within this period of comprehensive change.

In 2009, in response to the fiscal challenges faced by the UMS, an analysis of the system resulted in a report that suggests new roles for system-wide administration and could involve changes in the traditional responsibilities of the BOT. For example, the system has set guidelines for the size of courses offered (no fewer than 12 students per undergraduate class) in order for classes to be held. Some faculty have expressed concerns that a more activist UMS board and administration will be the future of higher education in Maine, with one possibility being an erosion of the autonomy of the campuses, including USM. Given the projected State System deficit of $50 million between 2009 and 2014, program consolidation, reduction, and elimination appear inevitable as the BOT responds to the deficit. (See Standard 9).

Through the Faculty Senate, USM faculty have expressed concern about the system's oversight in the area of financial management. This concern was occasioned by a deficit developing at USM between 2000 and 2006, of approximately $10 million. The Board of Trustees has responded to criticisms of its financial oversight by commissioning a (PricewaterhouseCoopers) report on financial responsibility. The current economic recession has also forced USM to reevaluate its previous plan of "growing out" of debt through increased enrollment and has impelled the President to take corrective measures which has resulted in the most sweeping transformation for USM in perhaps 30 years. The current reorganization process is one example of this transformation; its goal is to bring USM into the fold of similar comprehensive regional universities and to implement standard contemporary professional managing practices that have not necessarily been utilized at USM in the past (interview with T. Stevens, President Botman's Chief of Staff ). The President is working closely with the Chief Financial Officer to realize these goals and had hired a new Provost who resigned after a year in office (an interim Provost has been

appointed), a new Vice President for Advancement and an interim Chief Operational Officer.

During this time of transition, the President has worked to create open levels of communication within the USM community through her blog, "The 21st-Century USM," through town hall meetings at each of the three campuses, and through regular attendance at all four Senates' meetings(USM Governance Document; Minutes of Faculty, Professional Staff, Classified Staff, and Student Senates). Most significantly, the President initiated a University-wide development of a strategic plan which involved constituents from every college, school, department or program, and Senate. There are eight goals in the completed plan, and for each goal a metric has been established to measure its implementation. Although the strategic plan was developed to address the economic and academic needs of the university and the region over the next five years, this has been made more complex by strategic documents which have been issued by the Chancellor's office and by the university reorganization process. There is clearly a need to realign where the institution is currently and where it needs to be, given our current context, in addition to clarifying how the university's infrastructure gets strengthened to support the present reality. Although the President and her staff have taken steps to address these multiple issues, the instability caused by the confluence of these multiple changing forces and events has had a major impact on morale and organizational climate. As the various newly organized units begin to work towards more coherence and clarity of functioning, it is expected that the climate will move to a more positive, progressive stance.

**PROJECTIONS**

- The president, her staff, and faculty and staff task groups will prioritize and operationalize goals on the USM strategic plan, aligning them with current reorganization projections, and begin the implementation process AY 2010-2011.
- The president and her staff will continue to communicate with the University community, striving for complete transparency regarding the university restructuring process in order to clarify information and lessen stress and anxiety in the university community; She will clarify any policy or structural changes that may affect faculty, students, and staff, and will communicate them in multiple venues on an ongoing basis.
- The president, in collaboration with the Senate chairs, will clarify the roles the various Senates hold in the restructuring process, by May, 2011. The outcome of these deliberations will be important determinants of the nature of shared governance at USM.
- Professional/classified staff and students must have increased involvement in policy discussions and changes at USM. It is suggested that the BOT examine the need for and invite staff representation at its Board meetings beginning in the 2011-2012 AY.

**INSTITUTIONAL EFFECTIVENESS**

Although the University is in a period of significant transition, both organizationally and within its governance structure, the President is diligently working with the UMS office and the university community to maintain communication and stability. There is evidence that she has worked closely with the Faculty Senate throughout the reorganization planning process to keep faculty informed and to consider their input and ideas. Upon the resignation of the Provost, she quickly appointed John Wright, previous Dean of the College of Applied Science, Engineering and Technology to be the Interim Provost, and interim deans have been selected for and are in place in the three new colleges. The expectation is

that the implementation of the reorganization of the University will proceed with administrative support and oversight and that a shared governance approach will be carried out throughout the process.

# Standard 4: The Academic Program

**The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.**

## OVERVIEW

USM focuses its mission as a comprehensive regional university on positively changing the lives of its students by offering over fifty undergraduate and twenty-seven graduate programs in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service. It does this through five colleges and schools: College of Engineering, Health Professions Nursing, Science and Technology, Lewiston-Auburn College (LAC), College of Business, Public Policy, Graduate Education and Social Work, the College of Communication, Culture and the Arts, and the University of Maine School of Law. In this introductory section, we will provide details on aspects of these academic programs, from basic elements, such as curricular structure, to their more specialized characteristics, such as assessment of learning.

## DESCRIPTION

In support of its mission, USM offers a range of undergraduate and graduate degree programs and certificates of advanced study. All programs are recognized and classified under the federal Classification of Instructional Programs guidelines. The various undergraduate programs, working in cooperation with the Office of Undergraduate Admissions, carry out undergraduate admissions. The Office of Graduate Studies works with admissions committees established in each graduate program to do graduate admissions. Instructional methods run the gamut from lectures, discussion classes and seminars through hands-on laboratory work, internships and practica. Academic oversight is an essential responsibility of the faculty and administration and occurs at the departmental, school/college, and executive levels of USM. Each school/college has a process in place for curriculum review and approval, and all degree programs measure student achievement using the usual course-embedded methods and using program-wide assessment. In accordance with University of Maine System policy, the University must review all degree programs within a seven-year period. Toward that end, USM has developed and is refining an outcomes-based program review procedure. Schools, colleges and departments may use specialized accreditations, if outcomes-based, in lieu of the institutional process. The University provides annual summaries of all completed reviews and accreditations to the University of Maine System, along with a schedule of reviews for the next academic year. The Provost's office, working with the various deans, provides faculty lines and necessary equipment for all programs.

The University catalog is the published source of all program goals and requirements. It is revised annually, but programs do extensive reviews only every five years or so. They publish all changes to goals and requirements to the catalog, which comes out every summer on the University website (there is no longer a hard copy). Many programs and departments publish their catalog information on their websites.

All undergraduate majors at USM have introductory courses as well as required and elective intermediate and advanced courses; some have required capstone courses. The new USM Core follows the same principle, with Entry Year Experience and other introductory courses, integrative "mid-career" and "cluster" courses, and capstone courses. Graduate programs often begin with intermediate courses, unless they require some foundation. An example of the latter is the MBA program, which has fifteen credits of "Foundation Courses" in Accounting, Economics, Finance, Organizational Behavior, and Statistics. All graduate programs have some sort of thesis, capstone course or capstone experience.

At the undergraduate level, students demonstrate collegiate-level skills in the English language in three ways. First, they may successfully complete the USM Core requirement in English Composition. Second, they may successfully complete the USM Core requirement of a Writing Intensive course. Lastly, in some programs, they may receive a designation of "excellent" or "adequate" on a writing communication assessment, e.g., the Writing Communication Assessment that the School of Business uses for its AACSB Assurance of Learning process. At the graduate level, the individual programs are responsible for insuring that their students demonstrate collegiate-level skills in the English language. One example is the Senior Seminar in the B.S. in Environmental Science. The graduate programs in Creative Writing, Biology and Educational Leadership also make it a priority to teach and assess English language skills.

USM Libraries have created and delivered an Information Literacy Program that fosters the development of information literacy skills, through partnerships with faculty and other relevant academic units, by integrating information literacy into the curriculum of USM. The University's Division of Information and Technology has three departments—IT User Services, Database and Application Support, and IT Networking and Sales—that provide various services to members of the University.

University Libraries Services, 2008-2009

- 217 live information literacy courses
- Reached almost four thousand students taught by over one hundred professors
- 114 course subject online guides received over forty-five thousand hits

Division of Information and Technology

- Provides over six hundred computers in various labs and classrooms
- Provides wired access in all residence halls and to all offices
- Provides wireless access in or near most buildings.
- Schedules and maintains labs and classrooms
- Runs the HelpDesk
- Provides software support, end user training and software licensing
- Administers service level agreements

Academic Program Review at USM is student learning centered, and requires degree programs to identify vital outcomes for student learning, as well key performance indicators against which to gauge progress in student learning. An example is the Core Curriculum requirement in Quantitative Reasoning, which "introduces mathematical concepts and skills necessary for everyday life and successful completion of a chosen field of study, including critical thinking, mathematical reasoning, the use of technological tools, computation, interpretation, inquiry, and application of mathematical concepts to issues and problems in the contemporary world." Virtually all reviews are either accreditation-based or are otherwise

externally oriented. The University understands the need to match resources to program needs. It is in the midst of a strategic planning effort that will affect resource allocation; the program review process in part informs this planning process. The University allocates its resources according to the outcomes of the planning process.

University of Maine System (UMS) policy requires that any initiation of a degree program must use a two-stage process: the "Intent to Plan" is a conceptual document, while the "Program Proposal" presents a full curriculum and detailed justification for the degree. Both processes involve several layers of campus approval, and the Program Proposal requires approval from the UMS Board of Trustees.

At this writing, USM offers courses at only two off-campus locations: Saco and Bath/Brunswick. It offers all its other courses in University-owned buildings in Gorham, Lewiston/Auburn, and Portland. University College (UC), a unit of the University of Maine System (UMS), owns and staffs the off-campus sites, and makes them available for course delivery by USM (and other UMS campus) faculty. The mission of UC is to make UMS courses available to Mainers in remote locations. In general, there are only courses, not programs, offered at these sites.

**APPRAISAL**

USM's faculty and administration understand the need for and desirability of maintaining a good match between programs and market needs. In that spirit, they understand that the university's offerings need review relative to the market in their current and potentially revised forms. The University needs to find ways to ensure that the program review process takes economic sustainability of programs into account. Also, it is necessary to develop new programs that are responsive to market needs. The campus process includes an annual report by School/College to the Provost, but the University has not fully implemented this.

School, college, or program-level curriculum committees, with oversight from the Provost's office, including the Graduate Council (chaired by the Dean of Graduate Studies) and the USM Core (chaired by the Associate Provost for Undergraduate Education), work to ensure that undergraduate and graduate programs are coherent in their goals, structures, contents and quality. The working relationships among the undergraduate programs and the Office of Undergraduate Admissions are very good, as is the energy and effectiveness of the latter. The institution is not munificent in its allocation of resources to programs, but, in general, resources are sufficient.

Recent degree programs started:
MFA in Creative Writing

Recent degree programs suspending admissions:
Ph.D. in Public Policy

Degree programs discontinued:
Master of Science in Accounting

There is some lack of cohesion and consistency in how the programs articulate their goals and requirements, showing the need for a standard format, especially for the web presence. It would be helpful to students if each program or degree program developed standardized program sheets with career paths articulated. Overall, USM does well at articulating and publishing program goals and requirements.

USM's programs and departments have coherently designed their undergraduate majors and graduate programs; appropriate breadth, depth, continuity, sequential progression, and synthesis of learning characterize them.

Despite their impressive utilization rate and the high quality of the services, the Libraries need to reach out to more faculty members; only about a third of full-time faculty used the information literacy services. The Division of Information and Technology provides all of its services in a competent way, despite reductions in staff over recent years.

At the undergraduate level, the USM Core and the associated College Writing program are accomplishing their objectives. However, individual majors need to get more involved in teaching and assessing writing in a discipline-focused way. At the graduate level, there needs to be more explicit expectations for and assessment of graduate-level skills in the English language, either across all programs or, perhaps more appropriately, within each program.

The University's program review and program development processes work well. USM has reviewed all its programs within the last seven years, and has a seven year schedule in place for the next round of reviews. Program reviews, along with the University's strategic planning process, guide resource allocation to the programs. The University's program review system supplements the strategic planning process in a productive way.

Resource capacity is a key criterion used in both of the program initiation processes. The University has put in place a number of resources to assist in its distance learning initiative. The most prominent example is CTEL, the Center for Technology Enhanced Learning. The University obtained philanthropic support for setting up the center, and has used it to disseminate funds from a Sloan Foundation grant designed to increase the number of distance learning programs.

The University's present policies, regarding accommodations to students after program changes, are very generous to students, so the policy goes well beyond the "appropriateness" test stated in sub-paragraph 4.11.

The University College (UC) off-campus locations have been available for USM course delivery for over twenty years, and the agreements between the campuses and UC are as solid as the University of Maine System wants them to be, which is very solid. In the case of USM, the two centers seem to be adding to the convenience of students in York County and the Bath/Brunswick region who wish access to face-to-face coursework.

**PROJECTION**

Ongoing:

- The President and Provost of USM, along with their staffs and with the deans and faculty of the various schools and colleges, will ensure that the University offers programs consistent with its mission.
- The faculty of the various schools and colleges, supported by their deans and by the President and

Provost of USM, will ensure that the University offers programs of high quality.

- Lastly, The President, Provost, President's Assistant for Strategic Planning, deans, department chairs and program directors will guide degree program introduction and elimination, and resource allocation to high-quality, high-demand new and ongoing programs. This resource allocation will be yearly, and program review will be as specified in the published schedule, usually on a five- to seven-year cycle.

Continuing as needed:

- USM's Libraries, under the direction of the Librarian, will make even greater strides as information resources, particularly electronic ones.
- Information Technology will continue, under the direction of the Chief Information Officer, to invest in hardware and software.

Specific projections:

- The UMS Board of Trustees has approved an Intent to Plan for a Doctorate of Nursing Practice (DNP) degree. The School of Nursing and its faculty of 28 will gradually transition away from its current master's programs to the DNP by 2015. The national nursing accrediting body has targeted 2015 for this degree, and the College will attempt to meet that target.
- The Provost and Faculty Senate will select an approach for length of catalogue effectiveness and implement it by 2014.
- Undergraduate degree programs, led by their department chairs or curriculum committees will teach writing to and assess writing of upper-division students. The target year is 2016.
- Graduate programs, under the guidance of their respective faculties, will teach and assess graduate-level writing in English. The target year is 2016.

The timing of other activities is less clear. For example, undergraduate degree programs, led by their department chairs or curriculum committees, as appropriate, will take a more active role in teaching writing to and assessing writing of upper-division students. Graduate programs, under the guidance of their respective program directors, will develop teaching and assessment approaches for graduate-level writing in English.

## UNDERGRADUATE DEGREE PROGRAMS AND THE MAJOR OR CONCENTRATION

### OVERVIEW

The 2009-2010 Undergraduate Catalog clearly identifies the 50 current majors available to USM students across four of USM's five academic units. Curricula include substantial requirements at the intermediate and advanced (300-400) undergraduate level, with appropriate foundations at the introductory (100-200) level as evidenced in the Summary of Undergraduate Degree Programs. A thorough program assessment inventory, along with the undergraduate catalog, ensures that programs have an appropriate rationale and clarity. The required undergraduate USM Core ensures that all students have basic competences in writing, quantitative analysis, decision-making and critical thinking, while understanding the world that humans have found useful in the current era and in the past.

USM has a strong focus on undergraduate programs. Collectively, undergraduate programs generated over 82,000 credit hours of course work in Fall 2009 (eighty-two percent of total credit hours) and enrolled 6,019 undergraduate students. The former College of Arts and Sciences has enrollment that is close to forty-four percent of all undergraduate majors, yet it generates forty-nine percent of all undergraduate credit hours, indicative of its USM Core service role.

Because it is a comprehensive regional University, the majority of USM's undergraduate programs are in traditional academic disciplines. While most programs focus their offerings at one of the three campuses, there are a few programs, such as Nursing, that have programmatic options at multiple locations. Similarly, departments with a large University curricular service component, like Mathematics and English, have multiple course offerings at all locations and continue to serve traditional and non-traditional students with day and evening course offerings.

In addition to the current available majors, USM continues to support currently enrolled majors in discontinued programs at the Baccalaureate and Associates levels. As the University undertakes a review of programs that will result in the creation of new programs along with the discontinuation of old programs, it will be expensive to assign faculty to teach students from both "old" and "new" programs simultaneously.

The ability of degree candidates to maintain their matriculation status for ten calendar years from their first semester of attendance is financially problematic given the University's policy of sustaining discontinued programs. The matriculation policy, established in 1985, represents a policy established when the majority of USM students were part time. Currently, more than half of USM's degree students are full-time students but the six-year average time to graduation continues to be an issue. The University should revisit the ten-year matriculation policy in light of USM's current environment and future trajectory. There are current administrative requests to reconsider this policy.

**Student Success**

Some programs and departments have recently implemented changes regarding how they do student advising; these changes have improved this important function. In theory, programs have always viewed student success as an integral outcome of a strong student-academic advisor relationship; however, the reality is that, while this may be true for upper-division students, those in the first two years require more institutional support.

The University recently combined functions formerly vested in two departments—Advising Services and the Office of Early Student Success—into one unit: Student Success Centers now exist on all three campuses—Portland, Gorham, and Lewiston-Auburn—of USM. When students now matriculate, programs assign them both an academic advisor in the major and a student success advisor (SSA), located in one of the three student success centers. While the academic advisor may change if or as the student's major changes, the student retains the same SSA throughout. This provides both a measure of continuity and a University-trained resource person who can help the student with any number of problems or issues that she/he may encounter - many of the problems arise early in the student's career and others are ones with which an academic advisor may not be prepared to assist. This structural and process change has resulted in improvement in retention of about four percent from 2009 to 2010.

**Programmatic Review**

Undergraduate degree programs at the University of Southern Maine undergo periodic and thorough Program Reviews, as noted in the Introduction to the Standard 4 section. The review of programs focuses on student learning outcomes and the establishment of performance indicators to monitor student progress.

The current climate at The University of Southern Maine, and indeed within the entire University of Maine System, has placed many academic programs under a microscope. The Chancellor's New Challenges New Directions report recommended that campuses identify undergraduate programs with an average of five or fewer graduates over a three-year period and give them three years to return the program to viability. Specifically, the University will require programs to accomplish one or more of the following: increase the number of graduates, achieve significant growth in enrollment, deliver programs with fewer resources by collaborating with other System institutions, or justify their program's existence because of extenuating factors.

Intertwined with the review of programs is the overall restructuring process that has been the subject of much discussion at the University of Southern Maine. Now that this reorganization process has been completed, the University organizes its academic programs into five schools or colleges. The next five years will undoubtedly involve change in the structure of academic programs at USM. It is critical that the University administration focus the restructuring around the needs of today's student, not exclusively on cost benefits to the institution. Furthermore, all stakeholders should be engaged in the discussion and be a part of the process of reorganizing or eliminating programs.

**New Programs**

In recent years, faculty have taken the

Learning outcomes in the USM Core

- EYE courses, College Writing courses, the four tier two courses, the Mid-career Seminar and the Capstone course all require students to demonstrate effective oral and written communication as appropriate for each level of development.
- Science Explorations and Quantitative Reasoning courses explicitly require students to demonstrate scientific and quantitative reasoning.
- All courses contain at least one learning outcome that requires students to demonstrate developmentally appropriate skills of critical analysis and logical thinking.
- Courses in Science Exploration, Socio-cultural Analysis, Cultural Interpretation and Creative Expression establish learning outcomes for the demonstration of knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic dimension of humankind.
- Courses in Science Exploration and Creative Expression and the Mid-career Seminar require students to demonstrate a knowledge and appreciation of the ethical dimensions of humankind; in fact, issues of ethics and citizenship are the central focus of the Mid-career Seminar.
- EYE courses, the Mid-career Seminar and the Capstone ask students to demonstrate the capability for continuing learning, including the skills of information literacy developmentally appropriate to each level.

initiative in planning and starting new area studies: Liberal Studies, International Studies, and American Studies (still in the discussion stage). Considering current financial constraints, the USM provost and president have mandated the use of the System's required Intent to Plan process to substantiate the demand new programs will meet, and the attendant revenues they will produce. At the same time, the administration has endorsed the idea of creating new majors that have demonstrated the demand they meet and their alignment with the mission of USM as a regional comprehensive University. An example of such a program is the new major in Sport Management, first offered in Fall 2009, which has attracted many new majors. The provost also supports a USM-wide curriculum entity that would approve proposed new programs.

On November 16, 2009, the University of Maine System trustees issued a work plan for their "New Challenges, New Directions Initiative." This plan will have a significant effect on undergraduate programs in several areas, although exactly how this plan will specifically affect any individual program at USM is unclear. What is clear is that, given the current financial crisis and the system plan and USM restructuring plan, the University will support fewer programs with fewer full-time faculty members and will likely transform into a different institution.

## GENERAL EDUCATION

The University is currently transitioning between a twenty-plus year old core curriculum, which we will call the "old core", and a redesigned curriculum, which we will call the "USM Core," scheduled for implementation in 2011. The old core, still partially in place, consists of a modified distribution model and reflects the institution's definition of an educated person and superior curriculum during that time.

### DESCRIPTION

The two components of the USM Core are:

- Basic Competence in skills of analysis, writing, and quantitative reasoning and
- Ways of Knowing courses, most of which are introductory courses in the disciplines.

The Core Curriculum Council evaluates courses proposed for inclusion in the program; course content is the primary criterion for each type of course. To assess individual courses, The Core Curriculum Council uses student course evaluations; however, not all courses use the same evaluation method. The Core Curriculum Council also innovates and continues to flesh out the Core Curriculum. For example, in fall 2009, it added an Entry Year Experience course as a requirement for new first-year students.

Using the common set of guiding principles for outcomes based curriculum design and assessment contained in USM's "Vision, Goals and Outcomes for General Education" and its "Guidelines and Criteria for General Education Programs" (adopted in 2004 and 2005, respectively), three redesigned USM Core curricula pathways are in various stages of implementation. USM's Lewiston-Auburn College began implementation of the Lewiston Common Core (LCC) in 2007, the provisionally approved Honors Pathway also began implementation in 2007, and the University has scheduled the USM Core for full implementation in 2011-2012.

The old core emphasizes learning in the disciplines and preparing students for learning in their majors. The new statement of Vision, Goals and Outcomes for General Education at USM balances

this with greater attention to integration and coherence. Rather than providing a series of distribution requirements, met largely through courses that introduce the majors, the new USM Core pathways address student learning outcomes in relation to the arts and humanities, the sciences and mathematics, and the social sciences, using an integrated series of courses. For example, in the USM Core, the second tier of courses includes Cultural Interpretation, Creative Expression, Socio-cultural Analysis and Science Exploration (Quantitative Reasoning is required at the first level of a student's USM Core). Learning outcomes for all four courses at this second level emphasize understanding of perspective and method in the different domains, and emphasize "skills of effective communication and analysis".

The USM Core also emphasizes connections among these domains of knowledge in three places in the curriculum: the mid-career course, the clusters, and the capstone. In the mid-career courses, students must articulate and distinguish "specialized perspectives...encountered in their previous coursework." In the Clusters, students integrate knowledge from different disciplinary areas that address a common theme or topic. The Capstone requires that students "demonstrate understanding of their own and other disciplinary perspectives and the ability to apply them to a problem, issue, or project."

The old core constitutes between thirty-four and thirty-nine credits of a student's bachelor degree; the new USM Core will be between thirty-six and thirty-nine credits. The credit range depends on the student's placement in college writing and quantitative reasoning courses and his/her choice of a minor or thematic cluster. The LAC Common Core (LCC), the first USM Core program implemented under the new guidelines, requires fifty semester hours, many of which may also fulfill requirements in the major.

Under the old core, graduates demonstrated competence in the areas above by successfully completing courses from the following required areas: College Writing, Quantitative Reasoning, Natural Science with lab, Skills of Analysis, Social Sciences, Humanities, Fine Arts, and Entry Year Experience.

Assessable learning outcomes, designed to develop over the course of the student's college career, define courses in the new USM Core, LCC and the Honors Program Pathway.

**APPRAISAL**

When the University completes full implementation of the three USM Core pathways in 2011, USM will offer a much more coherent and integrative general education while still retaining the strengths of the older core (disciplinary learning), will more clearly articulate its contemporary vision of an educated person, and will employ current best practices in pedagogy and curriculum design. The remaining challenge is devising and implementing meaningful and practical assessment of the new curricula. The Core Curriculum Committee has created a broad outline of strategies for assessment, but this broad outline requires work before creation and implementation of an actual assessment plan.

Assessment of student learning in the Entry Year Experience courses demonstrates the challenges ahead. It was fairly easy to establish indirect assessment mechanisms (course questionnaires, utilization of standardized course evaluation forms (SIR-II) and utilization of NSSE survey items) during the pilot phase (2006-2008), and to continue with the implementation of the requirement in Fall 2009 (2006-2009 Assessment Reports). Similarly, data on student persistence, a four percent improvement in 2010 compared to 2009, suggest that EYE courses are improving student persistence from first to second semester, and from fall to fall compared to overall persistence rates. However, direct assessment will take

longer to implement. Efforts to involve faculty in voluntary participation in direct assessment of student work in EYE courses have produced a small sample of interesting data but have not yet resulted in the type or quantity of data necessary for programmatic assessment. Assessment of student learning in the Honors Program is also in the early stages. The University is using portions of the Honors full assessment plan. It has obtained feedback from meetings with individual students, from embedded assignments and summative surveys. Individual classes are utilizing portfolios and final assignments that point to course and program outcomes and objectives. Lewiston Auburn College has developed an e-portfolio system of assessment. Assessment of the LCC curriculum through e-portfolio began in Fall 2009. The first stage focused on a series of student self-assessments to provide feedback on the curricular goals. LAC is currently focusing on how to involve faculty academic advisors in curricular assessment.

The second tier of the new USM Core combines USM's historical strength in the area of general education (that is, introductions to the disciplines) with its increased emphasis on integrative learning and the ability to make connections among areas of knowledge. The transformation of traditional distribution requirements (met through introductions to majors) into clearly articulated learning outcomes in the primary domains of knowledge represents a significant movement in the direction of a general education of greater relevance and value to our students.

The challenge of the second tier of the new curriculum will be to convert discipline-based, introduction-to-the-major courses into courses that examine broader domains of knowledge (for example, converting "Introduction to Anthropology" to "Socio-cultural Analysis"). The implementation plan provides a three-year window (2011-2014) for conversion of existing courses to the learning outcomes specified in the second tier of the curriculum. This is an ambitious plan requiring on-going support for faculty's revising their courses to meet new outcomes and careful oversight and assessment by the curriculum committee.

The Clusters extend the new curriculum's emphasis on integration by requiring students to connect their learning across thematically connected courses in different disciplines. Similarly, the Capstone requires summative integration, as students explicitly connect their learning in the major with their more general education. This explicit curricular emphasis on integration more clearly articulates USM's vision of what it means to be an educated person, and will better prepare our students to respond to contemporary society in which the capacity to make connections between diverse ideas is crucial.

The old core, the LCC and the new USM Core meet the requirement of the equivalent of 40 semester hours in general education. The new USM Core will do so more effectively because it stipulates learning outcomes and assessment, and reflects a developmental model with courses throughout much of a student's academic career.

As stated earlier, the old core is a modified distribution model largely consisting of introductory courses to various disciplines; the exceptions are the newly instituted EYE and the C (English composition), D (quantitative skills), and E (skills of analysis) course requirements, which focus on foundation skills. It does a good job of exposing students to a wide range of disciplines, but offers no structured opportunity for them to engage in the integration of these ways of knowing, nor does it intentionally develop skills over time. Content and input have defined qualification for Core course designation; a point corroborated by how there has never been an assessment of the program's learning outcomes. The University uses student course evaluations to assess individual courses. There has been

some assessment of the College Writing, Quantitative Reasoning and EYE components.

**PROJECTION**

- The Work Plan of the Core Curriculum Committee sets a Fall 2011 start date for development of assessment plans for the second tier courses. The University will implement these plans by 2014, and will complete full conversion of existing courses by Fall 2011.
- The Plan sets a Fall 2011 date for implementing assessment for the Mid-career Seminar. The General Education Council will develop the Capstone assessment in Spring 2011, and implement it in Fall 2011.
- The successful implementation of all three curricula (the USM Core, the Lewiston Common Core, and Honors' USM Core pathway) and their assessment plans will require commitment and support in a time of fiscal constraints and institutional reorganization. The University administration will provide faculty and staff with professional development to perform the work involved.
- The University will use the curricular transformations underway to improve student persistence to graduation.
- To attract new students, the institution will begin highlighting its nationally recognized curriculum in its marketing efforts.

## GRADUATE DEGREE PROGRAMS

**DESCRIPTION**

The mission of graduate studies at USM is to provide programs that align with unique regional and University resources, meet regional needs and are committed to excellence. The University offers twenty-seven graduate degree programs, twenty-four certificates of graduate study, and eleven certificates of advanced study. The Graduate Catalog lists the learning objectives and rationales for all degree programs and the Graduate Studies website lists the rationales for the certificate programs.

Current graduate resources include library collections (e.g. law library), graduate-level professional journals, information technology resources, laboratory facilities and equipment (e.g. Wise Laboratory), and special collections as appropriate to the program (e.g., CEHD Assessment Center, counseling practice suites, and medical technology/robotics equipment).

To earn admission to graduate study at USM, an applicant must have received a baccalaureate degree or the equivalent from an accredited college or university. Each applicant must submit a completed application, letters of recommendation, official transcripts of all undergraduate and graduate work, and standardized scores as required by the individual graduate program (e.g. Graduate Record Exam, Millers Analogy Test). For international applicants, the Test of English as a Foreign Language (TOEFL) is also required. Several programs (e.g. Adult Education, Counseling, and School Psychology) also require a formal interview process. Graduate courses and programs are more specialized and complex than undergraduate courses. Capstone experiences include professional portfolios, comprehensive exams, master's theses and/or doctoral dissertations.

Disciplinary graduate programs that are designed to prepare students for scholarly careers, rather than for professional occupations, emphasize a rigorous approach to knowledge acquisition through

formalized coursework, independent study, and empirical research endeavors. Graduate programs that emphasize professional practice include research activities that are consistent with state and national accreditation standards and state and national credentialing requirements. Programs offer either a scientist-practitioner or practitioner-scientist model of graduate training, with the former focusing on the generation of knowledge and skills and the later emphasizing the application of research to ameliorating or solving clinical, social, and educational problems within applied settings. Graduate programs require research-based and research-informed capstone experiences such as theses, portfolios documenting professional practices and competencies, and dissertations. In accordance with state and national accreditation standards and state and national credentialing requirements, practice-oriented degree programs offer a blend of classroom-based instruction and field-based (e.g., practica, internship) experiences. Certificates of Advanced Study (CAS) and the Doctorate of Psychology in School Psychology (Psy.D.) prepare graduate students for advanced careers as leaders within their respective disciplines.

Several professional programs hold formal accreditation from various national accrediting organizations (e.g. Business, Education, Law, Nursing, Occupational Therapy, Social Work, etc requiring that they follow specific guidelines and demonstrate how their graduates have achieved stated program objectives or acquired relevant competencies. The University requires graduate programs that do not require national accreditation (e.g. Biology, Creative Writing, Leadership Studies, Adult Education, Statistics, etc.) to follow similar internal program assessment guidelines that focus on student learning outcomes as part of the self-study process. All programs do assessments, either internally or externally mandated, on a regular basis according to a fixed timetable, normally every seven years.

**APPRAISAL**

The graduate degree and certificate programs at USM are rigorous and strong. One program, the Ph.D. in Public Policy at the Muskie School, and one degree, in Manufacturing Systems, are currently not accepting new applicants, but all the other degree and certificate programs are active, graduating students and accepting new students. All of the degree and certificate programs are of high quality, with sufficient levels of complexity, specialization and generalization. The University could coordinate and improve its listing of the curricula for the various graduate certificate programs. The Intent to Plan and Program Proposal processes ensure that resources are adequate prior to delivery of each graduate program. Resources are adequate for graduate study and research, although more funding for graduate assistants and tuition waivers would be helpful.

For those graduate programs holding state or national accreditation, or both, accreditation processes require both internal and external reviews that result in modification of program requirements. Graduate programs without state or national accreditation undergo periodic institution-level review. USM supports graduate education by replacing some graduate faculty who have resigned or retired, by supporting ongoing accreditation applications, and by funding graduate research and teaching assistantships. The Office of Graduate Affairs is also conducting an exit survey with graduating graduate students, which it hopes will yield suggestions for improvement.

Several graduate programs at USM receive external funding that supports research activities. For example, the Muskie School of Public Policy has a strong record of accomplishment in external funding, and students in its programs routinely serve as graduate research assistants and collaborate with faculty in conducting research. The USM Research Council, Institutional Review Board, and Office of Sponsored

Programs support and encourage research activities. USM also offers several grants that support both faculty and student research (e.g., Faculty Senate Research Grants, Developmental Internal Grants).

**PROJECTION**

- The University will continue to fund and support high quality and high demand graduate programs.
- To recruit and retain high quality graduate students, the University will find additional funding for graduate research assistants, and will provide tuition waivers to attract out-of-state graduate students.

- All graduate programs will continue to assess student learning outcomes, to improve the quality of the programs and to comply with regulations from external accrediting organizations or USM program review procedures.
- The Office of Graduate Affairs will do an exit survey with graduating students to uncover possible areas for improvement.

## INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

**DESCRIPTION**

The University of Southern Maine offers a blend of undergraduate and graduate degree programs that are consistent with the range and types of degree programs offered at comparable public universities. Specific admissions standards, course requirements, and degree requirements, and included in both electronic and printed undergraduate and graduate catalogs.

The Faculties and departments initiate academic courses, majors, minors and options within an approved degree, and Academic Deans (or designated representatives) approve or disapprove them; the latter notify the Registrar of approved changes and additions. Faculty and administration review academic degree programs every five years (new programs) and seven years (existing programs) using a University approved program review format.

The evaluation of student learning or achievement occurs primarily at the level of the individual course or section of a course. The course syllabus is the primary instrument for articulating learning objectives and for stating the criteria applied in the evaluation of student learning and achievement. At the level of curricular design, the department is where the responsibility rests for ensuring development of appropriate learning objectives for each course, and where the responsibility rests for devising and applying the necessary criteria for evaluating student learning. In most departments, these matters crucially depend upon the professional integrity of departmental faculty. Where one or more of a department's programs is accredited, the accreditation process adds a layer of oversight by disciplinary colleagues that tends to strengthen the formulation and application of relevant learning objectives and criteria. This further layer of oversight affects only a rather small minority of USM programs. In principle, course numberings are relevant to this issue, in that they can communicate differing levels of expectation and background preparation for different courses, and can specify required or recommended course sequencing. Syllabi are required for all regular courses (see USM Faculty Handbook).

The Office of Prior Learning Assessment (PLA) is a program that provides the University community and others with a mechanism that can assess college-level learning acquired outside the

traditional classroom and, where appropriate, grant academic credit. USM regards PLA as an academic function. The University faculty controls the credit decisions, compatible with the rules of the University of Maine System, while the PLA staff and an Advisory Board (consisting of faculty, administrators and staff) oversee quality control.

The institution publishes numeric standards for letter grades in the undergraduate catalog (p. 27) and graduate catalog but leaves the substantive meaning of these standards to the discretion of individual faculty members. Thus, the primary guarantor of the integrity of grades is the professionalism of the faculty member, and secondarily is the University's policies and processes for hiring, retaining, and supporting capable and responsible faculty. In some colleges, a college-wide curriculum committee reviews the scope and nature of a course in relation to the number of credit hours it earns. In other colleges, departments address this relationship. The catalog contains the academic appeal process whereby a student may dispute a grade on a particular assignment or for an entire course (pp. 33-34). The University has a policy on academic integrity and a process whereby to address alleged violations of that policy. The catalog (p. 38) and the USM website describe that policy and process.

The great majority of courses taught for credit via distance education, in Continuing Education, in evening sessions or in Weekend College, are the very same courses offered through traditional on-site and daytime methods at USM. USM does not distinguish among delivery methods for the purpose of vetting courses in departments, schools, or the Curriculum Review Committee. Relevant faculty and administrators use the approval process employed for traditional courses to evaluate courses offered via alternative methods. The instructors in distance, Continuing Education, evening, and Weekend College courses are regular tenure-system faculty or regular part-time faculty at the University.

USM accepts coursework in transfer only from regionally accredited institutions in the United States and international institutions. A USM-approved transcript analysis agency evaluates all international transcripts. USM accepts for credit courses with grades of "C-" or higher; the transcript displays these courses with grades. The University does not use transfer grades in the calculation of the student's GPA, unless there is a specific articulation agreement in place stating that the University will use transfer grades when calculating the GPA (i.e. National Student Exchange). Appropriate faculties and departments determine USM course equivalencies. (See page 12 in 2009-2010 Undergraduate Catalog.) Students have the ability to view their transfer credit evaluations online through the Student Services Center in MaineStreet. Transfer course equivalency information is available to current and prospective students, as is information about articulation agreements. The University's Residence Requirement stipulates that students must complete at USM a minimum of thirty credit hours, including at least nine hours in the major field.

Graduate programs limit the award of graduate level transfer credit, as indicated in the Graduate Admissions policy.

**APPRAISAL**

Approximately fifteen to twenty percent of full-time undergraduate students graduate in the traditional four year window, but the majority of USM undergraduate students are on a five or six year "plan." Each academic department offers required and elective classes on a regular basis but some of the smaller programs use a two-year rotation schedule in upper division classes because of the fewer-than-

twelve minimum enrollment requirement established by the UMS Board of Trustees. Graduate programs follow the same procedures as undergraduate programs but vary in length and in thesis or non-thesis requirements.

The University needs to assess its use of clearly stated criteria for assessing student learning and achievement. Also, USM needs to check whether its programs use the course numbering mechanism consistently or effectively. There are no University-wide criteria for what counts as a 2xx course vs. 3xx, etc. There are some programs where all 3xx courses have prerequisites at the 2xx or 1xx level, and somewhere there are few or no prerequisites at any level. In some colleges, there are college-wide curriculum committees that sometimes play a role relevant to these matters. Some colleges have no such committee, and there is no University-level oversight relevant to Standard 4.32.

The Prior Learning Assessment (PLA) program at the University of Southern Maine is the oldest and most comprehensive program within the University of Maine System. The office services about ten percent of the student population in addition to many in the community. The UM System and the State of Maine departments of Labor and Education regard the PLA program as a model. The state of Maine awarded the "Best Practice" label to USM's PLA program, along with that of the University of Maine at Augusta.

Though the catalog statement of standards for determining letter grades seems quite clear and concrete, in reality the scope and quality of work required to earn a given letter grade in a course is not (and perhaps could not be) rigorously and clearly defined in a way that would apply to all the relevant disciplines. USM is not currently using any systematic evidence on the distribution of grades, though it is in principle available. The process whereby students may dispute a grade on an assignment or on a course seems reasonable and the catalog and the website clearly document it. The policies and procedures for dealing with cases of alleged academic dishonesty seem sound and reasonable. The catalog statement of the policy is clear and comprehensive, though it would be helpful to add a link to relevant material on the USM website. (See pp. 36-37 of USM Undergraduate Catalog)

Departments do not consistently integrate part-time faculty members teaching in off-campus venues into departmental conversations about curriculum. They also do not have formal processes in place to assess the use of non-traditional delivery methods, such as ITV and online instruction. The University does not have a coherent plan in place for its off-campus centers.

The 2009-2010 Undergraduate Catalog clearly describes Certificate Programs under the appropriate majors (e.g. page 165 lists the undergraduate Certificate in Applied GIS under the Geography-Anthropology Department).

The deans and departments verify the Residence Requirement as part of the graduation certification process, but there is no mechanism in place to validate the percentage of intermediate and advanced level courses completed. For programs that require more than 120 credit hours (i.e. Industrial Technology, Electrical Engineering and Mechanical Engineering), the completion of a minimum of 30 credit hours does not ensure that the student will complete at least one-fourth of his/her undergraduate program at USM. The School of Business, partly because it is AACSB accredited, clearly states on page 283 of the 2009-2010 Undergraduate Catalog that "at least 50% of credit hours applied to the major must

be taken at USM." The Department of Communication and Media Studies allows students to transfer a maximum of 12 credits into the major (see page 127 of the 2009-2010 Undergraduate Catalog), thus ensuring that a student will complete 24 credits at USM toward the Communication major or 33 credits toward the Media Studies major. All programs clearly specify the number of transfer credits allowed (see catalog).

### PROJECTION

- USM should support departments and programs in maintaining and obtaining external accreditation where that is available and relevant to their offerings. Where no relevant accreditation framework exists, closer attention to the experience post-graduation students have in seeking employment or in applying for graduate programs may serve as a proxy for internal rigor of the kind Standard 4.32 seeks to promote.
- Some degree programs now incorporate prior learning assessment (PLA) to allow students to save time and money and to gain flexibility in their scheduling. Given market demand, and with ever-greater acceptance by the faculty and administration, PLA options will continue to see growth, especially at the undergraduate.
- The University will ensure that, as non-traditional delivery methods (such as ITV and online) proliferate, assessment of such methods will keep pace.
- USM will develop a clear mission, supported by faculty and administrators, for the off-campus centers. The off-campus centers will continue to play an important role because programs will be strategic about the courses they offer at the centers.

## ASSESSMENT OF STUDENT LEARNING

### DESCRIPTION

Every undergraduate and graduate program at USM collects and uses some assessment information for program improvement. Data are gathered and interpreted at the course, program, and institutional level. The most common learning outcomes for undergraduate and graduate programs at USM are listed in the attached assessment inventory.

#### Assessment Methods

The 2008 inventory of all USM programs showed that the most common assessment method is "curriculum/prerequisite review" which was reported by 98% of the program chairs. Programs also "review course evaluation results" (93%) and "obtain faculty feedback, informally or formally" (90%). In addition, many undergraduate programs collect information by "obtaining student feedback through surveys" (85%). The most common assessment methods in graduate programs are "curriculum review" (100%), "review of course evaluation results" (91%), and "obtaining student feedback using surveys" (91%). Many programs (87%) report that they "obtain faculty feedback" and "examine student grades in required courses."

Currently the Office of Academic Assessment at USM collects institutional assessment data by using surveys. It uses both quantitative and qualitative survey data about student learning and student

experiences at USM. The Office completes reports annually and makes them available on the University website. It distributes reports to Deans and Department Heads to create campus dialogue and to spur program improvement. The university uses a variety of assessment methods, including the NSSE (National Survey of Student Engagement), an EYE Program Assessment Questionnaire, a Graduating Seniors Survey, and a Program Assessment Survey.

A large percentage of undergraduate degree programs disseminate the data that the University collects on their programs. Almost all (98%) reported having formal meetings with their faculty. The results of the Inventory show that all departments have made curriculum improvements recently (100%), and many departments have made improvements in pedagogy (85%) and in their departmental advising (80%) in response to assessment data. A large percentage of graduate programs disseminate their data by having formal meetings with their faculty (91%). In addition, 91% report that they have made "curriculum" improvements and improvements in "departmental policies" (83%) recently. (Assessment Inventory)

**Institutional Support for Assessment**

The University Office of Academic Assessment, with three full-time staff, provides support services for course, program, and institutional assessment. The Division of Academic Affairs is designing an office of Institutional Research and Assessment, and is searching for a director. Because the General Education Council (a subcommittee of the faculty senate) has responsibility for assessment of General Education, faculty, not administration, has these assessment responsibilities. The 2009 strategic plan places student engagement at the forefront, suggesting a commitment on the part of the institutional and academic leadership to assessment and improvement in this area.

During 2008-2009, the College of Arts & Sciences pilot tested a new USM review process, articulated in a document titled "Procedures for Academic Program Review." The new format centers on student learning, and requires units at all levels to identify vital outcomes for student learning and to identify key performance indicators against which to gauge student learning progress. Included in these performance indicators is progress toward degree, measured by both program persistence and graduation rates.

**APPRAISAL**

A variety of administrative staff and faculty across the units use multiple assessment methods to gather and analyze information about student learning. A significant majority of programs and majors have made changes to curriculum, policies, or pedagogy in response to such data. In some contexts, programs are using assessment data reflectively, but the three levels of assessment (course, program, and institutional) are not integrated across all programs at the University.

The learning outcomes articulated by programs at USM—outcomes appropriate to a liberal arts education and professional preparation at the undergraduate and graduate level—reveal the University's character as a regional comprehensive university. Further, these outcomes reflect USM's mission of fostering critical inquiry and advocating diversity and community involvement. The assessment inventory shows that more than half of the institution's departments and majors would like to gather more data than they are, particularly through focus groups, exit interviews with seniors, and alumni surveys. Currently,

there is not a campus-wide formal process for collecting institutional data using direct assessment methods (essays, portfolios, exams, research projects, etc).

**PROJECTION**

- Programs will integrate the three levels of assessment-- course, program, and institutional—across the university by 2014.
- Departments and majors will gather more data on student success, using focus groups, exit interviews with seniors, and alumni surveys, by 2014.
- The Office of Academic Assessment will create, by 2014, a campus-wide formal process for collecting institutional data using direct assessment methods (essays, portfolios, exams, research projects, etc).

**INSTITUTIONAL EFFECTIVENESS**

The University relies on its faculty for evaluating the quality, integrity and effectiveness of its programs. Various staff units, such as the Registrar's office and the Office of Academic Assessment, assist them in this task. The Provost and President's offices also play significant roles in the "macro" evaluation of the University's numerous programs.

The Provost and President are currently examining the effectiveness of all the University's academic programs, using a more centralized and rigorous process. The aim is to eliminate ineffective programs, strengthen effective but under-resourced ones, and add new, potentially effective, ones. There is little doubt that this process will continue well into the future and become a permanent way of operating at USM.

# Standard 5: Faculty

**The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned to them.**

*"Through its undergraduate, graduate and professional programs, USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law and public service. Distinguished for their teaching, research, and scholarly publication and creative activity, the faculty are committed to fostering a spirit of critical inquiry and civic participation. USM embraces academic freedom for students, faculty, and staff, and advocates diversity in all aspects of its campus life and academic work" (USM mission statement).*

## OVERVIEW

A dynamic faculty is necessary to meet the mission of the university: USM places learning at the center of its mission and new strategic plan, Preparing USM for the Future, 2009-2014. Faculty are crucial to USM, particularly as they set the tone for a vibrant intellectual community. USM's mission requires faculty who are effective teachers, active scholars, and engaged community members. As a reflection of the University's ability to recruit and retain highly qualified and productive faculty, USM professors are concerned about the quality of instruction, the significance of their research, scholarship, and creative activity (RSCA), and the preparation of graduates who meet the region's needs. (5.2) In addition, faculty are regularly recognized for excellence in their fields. In 2010, for example, Distinguished Professor Joe Conforti was presented with a prestigious award from the Maine Humanities Council, Associate Professor Lorrayne Carroll was awarded the Maine Campus Compact Award, Professor David Jones was given the Outstanding Educator of the Year Award by the New England Therapeutic Recreation Association, Associate Professor Linda Meyer was presented with the Annual Therapeutic Recreation Service Award by the Maine Recreation & Park Association, Professor Rose Marasco was been named USM's third Distinguished Professor, Associate Professor Ed Collom was awarded the first Provost Research Fellowship, Professor Richard Maiman was named a Fulbright Scholar to lecture at the Centre for Human Rights in the Law Department of the University of Pretoria in the Republic of South Africa, Associate Professor Ken Joneswas named a Fulbright Scholar to study educational reform in India, and Assistant Professor Clare Bates Congdon was awarded a National Science Foundation "CAREER" grant designed to support the work of teacher-scholars who most effectively integrate their research with the education of students.

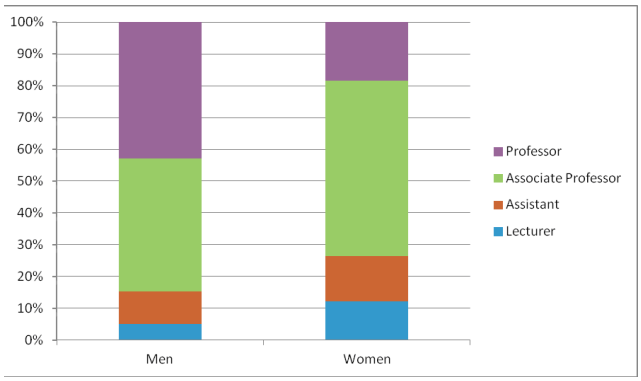
## DESCRIPTION

Full-time faculty have appointments at the rank of lecturer, instructor, assistant professor, associate professor, and professor (Faculty Senate University Governance Constitution, p. 3). The part-time faculty includes "all persons who teach credit courses or credit equivalent developmental or basic courses and who have been so employed for at least two semesters of the four immediately preceding semesters (fall or spring) and who are so employed in the current semester" (Faculty Senate Governance Constitution, p. 3).

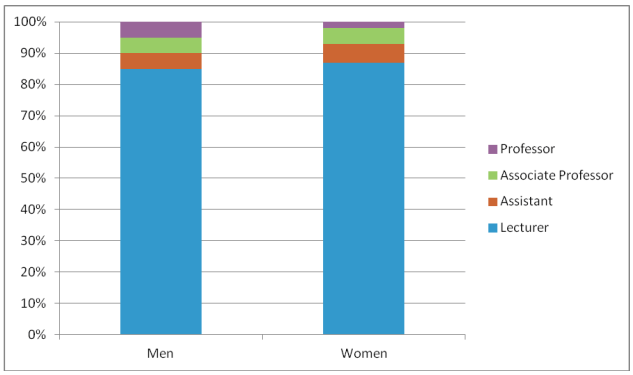
In FY2010, there were a total of 356 full-time faculty and 275 part time faculty (Standard 5 Data First Form).

Faculty Demographics

Full Time Faculty




Part Time Faculty




*Source: Standard 5 Data First Forms 10/5/2010

Eighty-four percent of full-time faculty hold a terminal degree in their respective disciplines. Qualifications such as training and credentials are documented in individual CVs and in unit records. Seventy-five percent of full-time faculty at USM are tenured.

Except for the School of Law faculty, who are governed by the separate Law Faculty Personnel Policies approved by the Board of Trustees, full-time faculty are represented by Associated Faculties of the Universities of Maine (AFUM) and part-time faculty are represented by Part-Time Faculty Association (PATFA) (Information Reporting, HR 2008 data). Each union's contract articulates their respective faculties' responsibilities. The AFUM contract (article 10) states, "The workload of unit members shall consist of teaching, research, University, and public service. The mix of teaching, research, University, and public service responsibilities varies among campuses, colleges, divisions, departments, and unit members. The major basis for determining the composition of a unit member's workload shall be department, division or other appropriate unit responsibilities and needs, college needs, individual competencies and the past workload of an individual unit member." (AFUM contract) Once hired, the faculty member's specific responsibilities and terms and conditions of the initial appointment are outlined in the appointment letter (UMS Administrative Procedures Manual) Each unit determines the specifics of these requirements with the approval of their respective deans or directors.

Average USM full-time faculty salaries are Assistant Professor - $57145, Associate Professor - $72915, Professor - $92950 (Standard 5 Data First Form). Among academic colleges at USM, average salary varies from a low of $58463 at Lewiston-Auburn College to a high of $104152 at the School of Business (Information Reporting-Human Resources). Additional benefits include USM contributions to faculty retirement accounts and health insurance premiums (AFUM Contract).

Faculty searches, which must be approved by the Dean and Provost, begin with formal requests at the program or department level. Once approved faculty searches must follow specific procedures. A significant goal in faculty recruitment is achieving a diverse workforce. To this end, USM's Director of Equal Opportunity educates and works with the search committee so that all materials related to the search are inviting to a diverse range of candidates and so that the search appeals to a broad and diverse population of scholars.

Tenure-track faculty are generally hired for a 6-year probationary period, during which they work on a series of 1- and 2-year contracts with evaluations each year. Unless the probationary period is extended for 1 year for exceptional life circumstances, tenure-track faculty are considered for tenure in their sixth year of service at the latest. The evaluation of effectiveness of faculty is primarily carried out through the traditional peer review system of tenure and promotion based on department/program criteria in 4 areas: teaching, scholarship, university and community service. There is also a quadrennial post-tenure review process . The University of Maine System Administrative Procedures Manual and the Provost's website provide information on the processes and criteria for promotion, tenure and post-tenure review.

Faculty integrity and responsibilities regarding the treatment of both people and property are important to the functioning of the university. Policies and practices related to personnel actions, sabbaticals and other leaves, outside employment and conflicts of interests, work related travel, course management, academic integrity, academic appeals, handling graded written materials, confidentiality of student records, diversity and sexual harassment can be found in the USM Faculty Handbook.

APPRAISAL

USM uses full- and part-time faculty to fulfill its mission; faculty in each unit have the education, qualifications, experience, and credentials necessary and appropriate to their teaching assignments and scholarship and service expectations. In contrast, the percentage of faculty who are members of ethnic minority groups is the lowest in the University of Maine System (average=5.1%; range = 4.1% to 11.4%) (University of Maine System Faculty and Tenure Statistics). This lack of ethnic diversity is particularly problematic considering USM's location in Portland, the most diverse city/area in Maine. Though in the last five years, USM has increased the diversity of its faculty in terms of race, gender, and ethnicity.

Faculty responsibilities, as outlined in the variety of departmental/AFUM/administrative documents accord well with USM's mission statement, which highlights teaching and research as distinguishing features of our faculty.

With a 15:1 student-to-faculty ratio (USM at a Glance, 2009), USM compares favorably to other institutions. This suggests that USM has an adequate number of faculty to fulfill its mission. That being said, the number of full-time faculty is in decline. There has been a decrease in the number of full-time faculty in each of the last three years. In addition the total faculty has been reduced from high of 693 total faculty in FY2007 to its current level of 631. (Standard 5 Data First Form)

Currently, there are no documents, policies or procedures in place to assess faculty workload or even how it is defined beyond the broad and vague AFUM definition. While the workload is described in the AFUM contract, the specific details of each faculty member's assignments are established by each unit (department, program or college) to meet the goals and mission of the academic unit as well as the university. The mix of teaching, research and service varies by university, college and department. This poses some difficulty in developing a standard workload as there are differences in departmental responsibilities as well as differences between disciplines. The evaluation of faculty success occurs through the peer review of faculty during the tenure, post-tenure, and promotion process [Article 9 & 10, AFUM contract]. While this would be an appropriate time to appraise an individual's assignment or workload, it seldom occurs and reappraisals of assignments are rare. One impediment to reappraising assignments is

that release time is not defined or quantified and replacement costs are not calculated.

The decreasing number of full-time faculty and the reduction in support staff has increased the administrative burden of faculty. A number of tasks formerly performed by staff are now done by faculty. There is also an increased demand for the time and resources of full-time faculty with regard to student advising, programmatic and curricular management and development, and University and community service. The move toward providing on-line classes demands more time from faculty as does the new General Education program, which requires the development of new courses usually outside of those required by degree programs within which all faculty teach. These new and increased demands upon faculty have occurred without any reconsideration of workload or the impact on a faculty's ability to advise students, maintain a full teaching load, and maintain healthy scholarly activities.

The 6-year probationary period at USM prior to tenure is standard across the UMS (AFUM Contract), and similar to other area institutions. The contract provision allowing extension of the probationary period, while new, should provide added security for non-tenured faculty members with families and may prove particularly helpful to female faculty members. The fraction of the USM full-time faculty who are tenured is the 2nd highest of the UMS institutions and greatly exceeds the average for faculty nationally (University of Maine System Faculty and Tenure Statistics).

Compared to other New England institutions, USM salaries average are less by about $3000/year for Assistant Professors, $5000/year for Associate Professors, and $15,000/year for Professors. However, these New England averages include private colleges & universities that have historically higher pay scales than do public institutions. Compared to public universities nationwide, USM salaries fall midway between the average for Category IIA (Master's granting) and Category I (Doctoral) institutions (AAUP Faculty Salary Survey Report).

Full-time USM faculty work with an "academic standard" level of job security despite current uncertainties related to institutional reorganization. Maintaining this security allows USM to be a competitive employer. This should contribute to USM's ability to attract and retain faculty – including female and ethnic minority faculty. The provision for extension of the probationary period for extraordinary family circumstances may help improve the number of female faculty and the fraction of those faculty who are tenured.

PROJECTION

Each unit should calculate its capacity to fulfill the university's mission based not solely on student credit hours (to which PT faculty contribute), but also on expectations of scholarship, advising, and university and community service. To ensure equity across units in this process, Deans should review the equity of work-loads of full-time faculty in their college in consultation with chairs and AFUM.

The Provost should make the selection of faculty searches transparent so that faculty understand why some searches were approved, others not, and some approved and then later cancelled. Anecdotal evidence suggests that failed searches are not uncommon at USM. Data on failed searches and job offer packages (by discipline) could shed light on other areas in which USM could improve faculty recruitment. While startup packages are an important recruitment tool and are available at USM, these data are not widely available nor is there an assessment as to why searches fail or the effects thereof. A better

understanding and use of this data could help achieve the USM Strategic Plan's goal of furthering the University's Commitment to Diversity by recruiting and retaining a diverse faculty.

Though only 24% of full professors are female, 49% and 50% of associate and assistant professors are female. This trend suggests that USM is moving toward gender equity but the Office of Campus Diversity and Equity should carefully monitor the percentage of female professors to ensure this process is working.

The Provost's Office and a committee comprised of faculty should gather information to evaluate if faculty workloads are consistent with the University's mission and purpose. As part of tenure and post-tenure reviews, faculty workloads should be re-evaluated on a routine basis, particularly since hiring freezes, staff layoffs, and increased part time faculty teaching at USM have all increased full time faculty workloads.

## TEACHING AND ADVISING

### DESCRIPTION

Both full and part-time faculty teach courses at USM. Some colleges and/or programs rely heavily on part-time instructors to deliver their courses while others employ part-time instructors minimally. For example, only 5% of the courses in the Muskie School of Public Service are taught by part-time faculty compared to 57% in the College of Nursing and Health Profession (CONHP) (HR InfoReporting). The professional colleges such as College of Education and Human Development (CEHD) and CONHP and some programs such as the School of Music employ part-time faculty by design; as active practitioners in the field they are valuable resources. A few programs include a teaching assistantship (TA) as part of a Graduate Assistantship. Some TAs are for graduate courses and some TAs are for undergraduate courses.

Courses are taught at USM twelve months a year through a broad range of delivery systems including face-to-face courses offered on campus, face-to-face courses offered off-campus, and courses taught via distance technologies and on-line. Campus-based courses are taught in classrooms equipped with educational technology. Nearly all of the 132 classrooms on the three campuses are equipped with data projectors and DVD-VCR combination units. In addition to classrooms, the university has conference rooms, laboratories, lecture halls, and performance rooms (Audiovisual and Media Services). In the fall 2009 semester, 118 courses were offered online, via blended (online and on-ground) or other distance technologies (e.g., instructional television, video conferencing). The number of online and blended courses being offered in the spring semester of 2010 will increase to a total of 155 (CTEL). Another way students learn at USM is through travel courses which are mostly offered during the summer. Since 2005 an average of 168 students have enrolled in summer travel courses with experiences in Belgium, Spain, Latvia, Greece, China, and elsewhere in the world and during the winter term the College of Nursing and Health Professions sponsors a service-learning course in the Dominican Republic (average enrollment = 32) (Office of International Programs).

The Faculty Handbook lays out the minimal expectations of the Course Syllabus as an important component of a faculty member's relationship and obligations to students. It also provides information on Handling Confidential Information.

Following course delivery, faculty teaching is evaluated. According to the USM Criteria for Tenure and Ranks, effective teaching is stated to be the most important criterion for obtaining tenure. The importance of and need for student evaluation of faculty instruction is prominent in a wide array of documents including the AFUM Contract, UMS Administrative Procedures Manual, USM Criteria for Tenure and Ranks. All pre and post tenure reviews require a summation of quantitative and qualitative student evaluations of each course taught by the faculty member under review. End-of-course written student evaluations have long been standard operating procedure at USM. Both quantitative (Likert-type scale) and qualitative (open-ended) measures are used. As part of promotion and tenure review procedures, faculty document their teaching and summarize their teaching evaluation scores (See the Personnel Action Application on the Provost's web page). The responsibility for evaluating part-time faculty rests at the department or program level.

The improvement of teaching at USM is supported through a variety of means. Peer review of faculty evaluations is one. As noted in the 2009 Inventory of Departmental Assessment Activities, 98% of departments that responded conducted a review of course evaluations in formal meetings/discussions with all or most department faculty. Peer observation of teaching is encouraged as part of tenure and promotion and post-tenure review processes in several schools and colleges. Additionally, two current emphases on faculty professional development are related to teaching online and in the general education curriculum. Currently, the Center for Technology Enhanced Learning (CTEL) is supporting faculty professional development to teach online. CTEL has several small grant programs to support this work. These include individualized faculty support from course designers as well as small grants for faculty and programs (e.g., Sloan-C Grants, Course Development Grants, Emerging Technologies Grants). In preparation for the full implementation of its new core curriculum in 2011, through a Davis Foundation Grant USM has budgeted $30,000 for faculty development, and $75,000 for assessment activities. (Davis Foundation Grant Allocations for USM core implementation 2009-2012). Professional development at USM is also supported in the individual colleges. Faculty development funds in some colleges support faculty to attend conferences and workshops aimed toward the improvement of teaching.

As a part of their teaching and mentorship of students, faculty encourage student scholarly and creative achievement. USM students have an opportunity to disseminate their scholarship each spring by way of the "Thinking Matters conference." On average more than 200 students present their work through panel presentations, symposia, and poster sessions. In the fall of 2010 a similar program entitled "Civic Matters" was begun for service learning and community-based projects. A student-led magazine entitled Words and Images provides an outlet for the publication of creative writing and visual art. Similarly students in the performing arts participate in such creative activity as theatre, concerts, and exhibits.

Full time faculty are expected to share in the advisement of their majors, aided by Student Success Centers, which were established in fall 2009 and the on-line "Advising Network," which contains a series of modules to train faculty on advising and to acquaint them with the most recent advising resources. Faculty can also access their advisees via MaineStreet email lists. Faculty are expected to keep regular office hours and be available for student appointments; respond to student concerns and questions regarding academic issues; approve course selection in keeping with USM requirements; monitor student progress toward a degree; and document accurate advising records and meeting notes. The approaches to academic advising vary across campus by departments and programs as does the faculty advisement load. Some departments have a high student-to-faculty advising ratio of 25:1 for undergraduate students in addition to graduate advisees.

APPRAISAL

Students have opportunities to study with faculty during their undergraduate and graduate degree programs and thus benefit from the talent and experience of a wide range of instructors. However, in smaller departments students may not have contact with more than a few faculty who teach in their major. The use of part-time faculty is determined by the administrative unit or department as necessary to meet USM's mission, though with increasing budget constraints directives demanding the reduction of PT faculty are passed down from the Provost and Dean to department chairs.

The extent to which part-time faculty are integrated into the departments varies across the university. Since part-time faculty are responsible solely for teaching, many prefer not to attend department meetings or engage in committee work, though some certainly do. Initiatives and programs targeting part-time faculty professional development vary across colleges. Opportunities range from the existence of part-time instructor handbooks or packets to special part-time instructor meetings and trainings, close supervision and/or class observations. Some grant opportunities related to teaching, such as the CTEL on line course development grants are available to part-time faculty. They also have representation (albeit minimal) on the Faculty Senate. And though not tenured, part-time faculty job security increases with seniority and Academic Year Appointments. (PATFA Contract, Faculty Handbook).

TAs have become an essential and integral element for delivering the undergraduate curriculum in some programs. Though they are generally used to assist professors, in the case of the biology program, for example, they are responsible for instructing laboratory sections. Since TAs are relatively new at USM and the institution has a strong tradition of full-time faculty teaching courses, including introductory courses, the introduction of TAs to courses is being carefully and thoughtfully monitored.

While USM is a relative newcomer to online education increasing numbers of full and part-time faculty are teaching technology-assisted courses. Hence, students at USM have opportunities to take courses in a wide variety of formats including on-ground, online, blended, and expeditionary.

Currently, a number of tools are being used to evaluate teaching. The specific instrument used for Student Evaluations is tailored by each academic unit to suit its needs, the university has recently changed to the Student Instructional Report II (SIR-II) published by the Educational Testing Service. SIR-II evaluations are not, however, yet available to faculty who teach online.

As noted, the faculty professional development is supported through a variety of means, however, the Center for Teaching has been closed. Although some of the Center for Teaching's functions have been taken over by CTEL (e.g., technology training, peer-led communities of practice seminars), many remain unfulfilled. As recommended in the Center for Teaching's 2007-2008 self study ("Center for Reflective Teaching") re-opening some type of center for teaching would enhance teaching at USM.

Unfortunately, budget cuts have retrenched, and in some cases eliminated, programs that allow faculty to develop as teachers and scholars. In a notable exception, since CTEL will play an important role in faculty training and quality control in online and blended education and they have grants to promote on line education, the quantity and quality of technology-enhanced teaching and learning will continue to increase in the near and moderate-term future.

Both "Thinking Matters" and "Civic Matters" will continue to provide students with opportunities to disseminate their scholarly, creative, and service-based work. But student publication venues such as

The Maine Scholar and its sequel The Southern Maine Review no longer exist due to recent budget cuts. Further undergirding undergraduate research, the new General Education curriculum will require a capstone project and forums will be created for students to share their scholarship. With improving macro-economic conditions the revival of a UMS system-wide publication such as The Maine Scholar would reinstitute an important vehicle for dissemination of student scholarly work.

PROJECTION

The Director of the Graduate School should expand and include guidance specifically for TA's in the section on the guidance for work expectation on the graduate assistantship website. In addition, as the university considers increasing the number of TA's, the Director and Provost must address the level of financial support provided for graduate assistants. Low pay rates may become an issue with regard to the quality of TAs that may be recruited.

As USM works to achieve its Strategic Planning goal to make student success a University Priority by promoting the development of cost-effective online degree programs and its goal to promote diversity by encouraging interdisciplinary approaches in teaching and sophisticated cross-campus collaborations that draw on faculty in a variety of disciplines it needs to analyze the Assessment Inventory and develop clearer guidelines for program assessment. More broadly, as USM moves towards more online and interdisciplinary instruction, or simply seeks to integrate instruction across colleges and departments to make the most of its resources, the General Education Council and the University Curriculum Review Committee should provide university-wide faculty oversight of the curriculum and instructional standards.

In consultation with the new Student Success Centers, each Dean's office should compare student-to-faculty ratios for advising across departments. A number of advising issues should be addressed by the new Student Success. For example, survey instruments should be developed to gather and analyze student feedback on the effectiveness of the Student Success

**Selected Faculty Monographs, 2010**

Francesca Vassallo - Political Science
*Social Capital and Political Activism*
Valerie A. Hart - Nursing
*Patient-Provider Communications: Caring to Listen*
Piers Beirne - Criminology
*Confronting Animal Abuse: Law, Criminology, and Human-Animal Relationships*
Jeffery Maine - Law
*The Fundamentals of Federal Taxation: Problems and Materials*
Betsy Sholl - English
*Rough Cradle*
Vincent Faherty - Social Work
*WordCraft Applied Qualitative Data Analysis*
Adam Tuchinsky - History
*Horace Greeley's New-York Tribune: Civil War-Era Socialism and the Crisis of Free Labor*
Kathleen Ashley - English
*Being a Pilgrim: Art and Ritual on the Medieval Routes to Santiago*
Michael G. Hillard - Economics
*Heterodox Macroeconomics*
James W. Messerschmidt - Criminology
*Hegemonic Masculinities and Camouflaged Politics*
Michele Kaschub - Music
*Minds on Music: Composition for Creative and Critical Thinking*

Centers as well as faculty advisement.

## SCHOLARSHIP

### DESCRIPTION

To support their pedagogy, further their professional development, and strive for their own aspirations, USM faculty are expected to engage in research, scholarship, and creative activity (RSCA). Numerous documents address RSCA as part of the university's mission and as a criterion for tenure and promotion for faculty. Research is defined as part of faculty workload but this research component varies among campuses, colleges, divisions, departments, and unit members.

Both faculty and students participate in the creation, revision, and application of knowledge. While the university focuses largely on undergraduate education, students at all levels engage in research, scholarship, and creative activity in their classes and in degree exit requirements (e.g., senior concerts in the Music Department, Honors thesis, Summer Undergraduate Research Fellowship (SURF), Thinking Matters Conference). As a forum for undergraduate research and the incorporation of research into the classroom, Thinking Matters is one example of the how faculty integrate their RSCA into teaching and mentor undergraduate research. Graduate students in many programs are required to complete a body of original work in a capstone thesis.

The university provides some resources to support research, scholarship, and creative activity—science laboratories, art studios, libraries, graduate assistants, for example. University support for faculty RSCA is also provided through a variety of professional development opportunities supported through the Provost's office. As listed in the Faculty Handbook, these include Faculty Senate research grants, sabbaticals, the Provost's Writing Seminar, course release time, the Trustee Professorship, and Summer Undergraduate Research Fellows. The Office of Sponsored Programs (OSP) provides administrative support for all externally funded projects. It sets up cost centers, monitors projects for compliance with award conditions, and assists in preparing invoices/financial reports to sponsors.

The Office of Research Compliance (ORC) is responsible for the oversight of committees that are responsible for the protection of people and animal subjects in experiments. The ORC handles policies and procedures related to research. It provides regulatory and administrative support to four research committees: Institutional Review Board (IRB) for the protection of human research participants; Institutional Animal Care and Use Committee (IACUC) for the protection of vertebrate animals used at USM; Institutional Bio-safety Committee (IBC); and Institutional Privacy Committee (IPC). In addition to regulatory and administrative support, the ORC houses the Research Integrity Officer (RIO), Privacy Officer for Research (POR), and Biosafety Officer (BSO). Faculty play a role in developing and administering research policies and procedures through the above committees, the Research Council, and faculty committees at the college level.

Academic freedom is applied to both faculty and students as a necessary means to acquire knowledge. It appears in many documents as an inclusive policy: no distinction is made on these activities between tenured, non-tenured, full-time or part-time faculty (AFUM Contract, PAFTA Contract, USM Governance Constitution). The Faculty Senate includes a standing committee on academic freedom.

USM faculty are required by the university to engage in RSCA that is appropriate for their

discipline and are reviewed through the tenure, post-tenure, and promotional review process as outlined in the AFUM Contract [Articles 9 & 10], and carried out by the individual departments and colleges. Through the review process, teaching and scholarship are documented and evaluated per the appointment of each faculty. Scholarly and creative activities are evaluated according to unit standards and are documented in unit level annual reports, OSP annual reports, accreditation and external review self-studies, individual peer-reviewed dossiers, and other formal and informal publications.

While all faculty report RSCA through the evaluation process, the university does not capture this productivity in any comprehensive or uniform way. Although grant activity is reported annually by the Office of Sponsored Programs (OSP), published books are presented on the author's wall and Deans, Directors and the Provost collect RSCA data as part of the review process, no entity aggregately collects or keeps track of scholarly activity or teaching evaluations.

APPRAISAL

It is difficult to gauge the quantity and quality of research, scholarship, and creative activity and the appropriateness of the university's support. The USM Public Affairs blog entitled What We're Doing, OSP's Annual Reports and events like Thinking Matters showcase selected results and products, but there is no complete picture of the research, scholarship, or creative activity. Without this information it is difficult to evaluate whether what faculty are producing fulfills USM's goals and to assess if research, scholarship, creativity production is consistent with its expectations based on faculty workload. More importantly, with its limited resources focused on other priorities, the development office dedicates little effort to raising money specifically for RSCA.

It is also difficult to appraise the adequacy or effectiveness of university support for RSCA based upon on the available documents. Most colleges provide faculty with funds for travel related to scholarship, but faculty funding for RSCA varies across the campus leading to inequities in terms of how funds are distributed. For example, in CAS, only faculty who present at conferences are supported to a maximum of $800 and the funding is competitive, whereas in some other colleges each faculty member is allotted funding for conferences whether they present research or just attend. In addition, these funds have been cut recent years due to USM's budget deficits.

Physical spaces that support RSCA are also inadequate in some areas—music practice spaces, for example. While there have been upgrades in library resources (i.e., addition of JSTOR for some disciplines), funding for monograph purchases have suffered due to recent budget curtailments. And in some cases the USM library does not own books authored by its faculty. The present budget crisis has already had an impact on the university's support for research, scholarship, and creative activity as the university also granted only the minimum numbers of sabbaticals required by the AFUM contract for the 2009-2010 academic year.

The university took steps to strengthen research, scholarship, and creative activity by hiring outside evaluators. The Lovett and Collins Report (2005) "Assessment of Research, Creative, and Scholarly Activity" recommended several actions to strengthen research at USM. However, USM has only implemented a few of these recommendations. While the university has created a Research Council as recommended, the first time a permanent position equivalent to Chief Research Officer was established was in January 2010 as result of an internal search (in contrast to the Lovett and Collins Report that

recommended an external search).

The process of faculty review and evaluation is clearly defined in the UMS Administrative Procedures Manual and the AFUM Contract. However, the effectiveness and reporting of this process varies by department and mentoring of young faculty is not carried out across all schools/colleges. Additionally, while the peer-review process provides basis for evaluating faculty's scholarship, the expectations for faculty scholarship in conjunction with their other responsibilities (e.g., teaching, advising, service) shift with changing administrations (i.e., Deans, Provost, President). With these changing expectations, there is a lack of understanding of the role RSCA plays with regard to contributing to the University's mission.

PROJECTION

The USM Strategic Plan has a goal to support faculty research, scholarship, and creative activity in service of the Public Good. University Advancement will cultivate giving sources that fund faculty scholarship, research, and creative endeavors. Faculty research, scholarship, and creative activity will be featured in university marketing campaigns and materials, including the University website.

The clear principle embedded in the large number of university documents insuring academic freedom calls for assessment of implementation across the university. Given the changing demographics of the community, USM needs assessment of the current climate for diverse constituencies. A survey should be conducted by the administration to assess academic freedom at USM.

The Associate Vice-Provost for Research (AVPR) will compile how much research, scholarship, and creative activity faculty are able to do during the regular academic year. Currently, this information is only available through the cycle of pre and post tenure reviews. In addition, the AVPR will assess how declining budgets at USM are influencing—and will influence—the university's support for research, scholarship, and creative activity. As part of this analysis the AVPR will assess the impact on line teaching, Gen Ed, staff and faculty reductions, and technology has had on RSCA.

The AVPR will develop a comprehensive plan for the use and development of USM resources to best support RSCA at USM. The AVPR will also coordinate the goals of the faculty, OSP, and Provost's office, to support grant writing and submission by faculty across the university in a way appropriate to the mission of USM. After working with the Research Council, Provost, and President to develop the RSCA mission, the AVPR must work with the USM development office to develop a plan for securing outside support for faculty RSCA.

Recognizing differences amongst the disciplines represented at USM, t he Provost and AVPR will define what "support" of RSCA means at this University (ie. expectation of research, release time to do research and scholarship, funding to do research and scholarship, space to do RSCA). The AVPR could identify best practices for support of RSCA and replicate this across the university. After convening faculty to share ideas, the development office will identify one area of the university in which to establish an endowed chair.

## PUBLIC SERVICE

### DESCRIPTION

Public service is one of the central missions of the University of Southern Maine, and it is firmly established within the culture of the institution. Although each department defines public service slightly differently, in general, it can be thought of as activities that are directly related to a faculty member's academic/professional expertise and contribute to the betterment of public welfare or common good. Each faculty member is expected to carry out public service as part of their workload, which is specified in the Collective Bargaining Agreement between the University of Maine System and the Associated Faculties of the University of Maine (Article 11.c.1).

As the USM Faculty Survey on Public Service reveals, faculty members' public service is diverse, significant, and valuable. This survey was designed to measure involvement in public service and was sent to all full-time faculty in the Fall of 2009. Approximately one-third of the faculty responded, providing thoughtful detail about their public service work. The activities they described fit into ten broad categories: public education through presentations, workshops, and noncredit teaching; provision of clinical/patient services – both human and animal; nonprofit and business consultation; performance in music, art, and theatre events; service on local, state, national and international boards, councils, and committees; media presentations and advisement; civic service through expert testimony and legislative work; international advocacy work; supervision of community service work performed by USM students; and applied research in community and government partnerships.

The depth of faculty commitment to public service resonated throughout the survey responses. For example, one faculty member annually provides six to eight choral tours to high schools, conducts at least two festival choruses, and holds several music workshops with high school teachers and students. Others serve on multiple community planning boards and nonprofit organizations in an effort to protect the landscapes and seascapes that are so central to Maine's identity. Over half of the survey respondents reported that at least ten percent of their workload was devoted to public service.

Faculty at USM provide considerable amounts of applied research, evaluation, policy analysis and technical assistance to government and nonprofit agencies in Maine as well as across the U.S. The University permits faculty to provide these services to Maine's government and local organizations at reduced rates through cooperative agreements with state government and special "community service" contracts.

### APPRAISAL

The University of Southern Maine is committed to excellence in public service and supports various activities designed to enhance faculty development in this area. The Office of Sponsored Programs offers assistance to faculty who are seeking external grants to carry out work in the community. The University's Faculty Senate provides institutional recognition of outstanding public service through an annual community service award that is given to one faculty member within each academic unit. The recipients receive a monetary award that is placed in their professional development account, thus fostering further professional growth opportunities. There are, however, a number of ways in which the University could enhance faculty involvement in public service over the coming decade. Approximately

one-fourth of the faculty who responded to the 2009 USM Faculty Survey on Public Service called for the establishment of a center that would promote, sustain, and support faculty engagement in public service, similar to the mission of the Public Service Outreach Center at the University of Georgia. While the University of Southern Maine does have an Office of Community Outreach and Civic Engagement, it is focused primarily on helping faculty integrate service learning into their teaching practices. The survey respondents also indicated that their ability to carry out public service would be enhanced through access to more resources, such as adequate space on campus for programming, enhanced computer and tech support, and travel compensation.

Finally, while public service is considered one of the core missions of USM, it needs to be more clearly conveyed as important in the reappointment, promotion, and tenure process. This was the most common concern expressed by faculty in the survey.

PROJECTION

To institutionalize public service, USM must: (1) expand the mission of the Office of Community Outreach and Civic Engagement so that it will systematically focus on providing faculty assistance with public service. The Office could, for example, maintain a database on community service grants, establish and monitor a speakers-bureau, provide a list of community organizations, and post and honor the public service work of faculty on a webpage; (2) develop clear criteria for evaluating and rewarding the work of public service in reappointment, promotion, and tenure evaluations; and (3) provide course release time for faculty who engage in public service, after they have met specific established criteria.

INSTITUTIONAL EFFECTIVENESS

The effectiveness of individual faculty members is tracked through the annual pre-tenure evaluations, contractual procedures for tenure and promotion evaluations, and the evaluation of tenured faculty at least every four years. These processes and the faculty who participate in them would benefit from a university wide collective understanding of the categories of evaluation. An effort to address this issue began in 2009 when the Provost's Office requested that each academic department submit in writing their guidelines for evaluating faculty effectiveness.

Evidence of USM's support of faculty teaching and advising, scholarship and public service exist. A number of resources are available to support faculty in each of these areas. Recent budget curtailments and the stresses of university reorganization have negatively impacted each of these areas of faculty responsibility, but faculty continue with their commitments to teaching and advising, scholarship and public service. As USM reorganizes itself and implements its new strategic plan, data related to the impact on faculty teaching and advising, scholarship and public service could be collected and analyzed in order to evaluate how the organizational changes impact faculty's ability to effectively fulfill their responsibilities and contribute to USM's vision as a learning institution.

# Standard 6: Students

**Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.**

## OVERVIEW

As stated in its mission statement, USM "...is dedicated to providing students with a high-quality, accessible, affordable education" as it educates "...future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service." USM remains dedicated to the fulfillment of this mission.

Vanessa Nash is a freshman who lives in campus housing and applied to USM because of the reputation of the nursing school. She plans to work two years as a nurse and then return to graduate school to become a nurse anesthetist. One of the things she likes about USM is that is has "two campuses...one is in the city and the other is [more rural]."

Not unlike other comprehensive universities, there is no typical USM student nor universal student experience. USM evolved from a confederation of smaller institutions and serves a variety of populations with a multitude of life situations. The student profile includes recent high school graduates seeking a residential college experience and a Greek system; transfer students who return to their home state after several semesters away, adult students who work full-time while pursuing their educational goals, as well as graduate students pursuing expanded professional careers.

Demographically, the profile is also diverse with degree students ranging in age from 17 to over 65. Many of our students have families and, the majority, whether traditional-aged or not, work to support themselves and pay for their college expenses.

The reasons students come to USM are as varied as its demographic profile. Some attend because it is, in the words of one student, "inexpensive" and "local," and others out of inertia, because it seems like the next thing in life to do. By the same token, many attend because of specific programs; and many blossom, overcoming economic and intellectual barriers to seize opportunities presented by USM's culture of mentorship. The size of the university and its commitment to research and teaching makes possible faculty-student collaboration. A large number of our staff are USM students or graduates, and seeing themselves in the student

Brian Greene is 55 and a former technician at a wastewater treatment facility. He "got tired of the job and wanted a change in my life." He is a sophomore at USM and the Vice President of the Board of Student Organizations.

body, they are personally connected to the institution's aspirations for its students. Part of USM's identity is that it is committed to engagement with its surrounding communities; a recent emphasis on expanded co-curricular and community-based learning is intended to strengthen these important community connections.

A challenge for USM is that it continues to be considered a "back-up" school for many traditional-aged students, particularly within the State of Maine. This fact makes persistence and retention efforts critical yet difficult. Going forward, USM needs to focus its efforts to help a higher percentage of students find their niche—their roots, in such a university that by its very nature is heterogeneous in terms of programs and students. Despite these obstacles, USM is a place of transformation, an agent of upward mobility, self-discovery, and civic engagement.

## ADMISSIONS

### DESCRIPTION

Consistent with its mission, USM enrolls a student body that is broadly representative of the population it serves. This includes a mix of undergraduate and graduate students; in-state, out-of-state and international students; full-time and part-time students; adult and traditional students; residential and commuter students; and students from under-represented populations. Although USM has increased its out-of-state enrollment of degree students, over 90% of USM's undergraduate student body comes from Maine. The same holds true for USM's graduate student body.

**Jelana Price** began working full-time when she turned sixteen. She came to USM in 2005 with little idea of what she wanted to do and, as a commuter student, she initially "felt like a visitor." She will graduate in the spring of 2010 with a degree in Spanish "mostly taki[ing] night classes" and pursuing a career in education. Price succeeded, but recognized that for many commuter students, USM can be a scary...place."

[Free Press Article Accessed March 10, 2010.]

USM's admission policies and requirements are listed on our web site, and in our undergraduate and graduate catalogs and applications. The program of admission complies with all applicable legislation concerning equality of educational opportunity. In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, including transgender status or gender expression, national origin, citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University System. USM provides reasonable accommodations to qualified individuals with disabilities upon request.

**Dylan Webber** is an undeclared sophomore who came to USM because it was local and his high school required all seniors "to apply to at least one college."

#### Undergraduate Admission

The Office of Undergraduate Admission is responsible for planning, organizing, and implementing strategies to attract new students, specifically, full-time traditional age freshmen and transfer undergraduate students.

Undergraduate recruitment activities include an organized schedule of on-campus visits and programs (tours, information sessions, interviews, Open Houses), off-campus visits (high schools, college fairs, transfer fairs, community colleges), and communication (both print and electronic). USM's Office of Undergraduate Admission recruits for all three campuses. Monthly, one of our admission counselors visits LAC regularly to meet with LAC-prospective students, and admissions recruits the greater LAC area (i.e., Androscoggin County) for all USM programs, including LAC's. The Office of Undergraduate Admissions only coordinates campus tours for the Portland and Gorham campuses. LAC coordinates their own tour program, and LAC staff may also meet with prospective LAC students, as well as conduct LAC-specific recruitment in their local area.

The Office of Undergraduate Admission is a member of the National and New England Association for College Admission Counseling (NACAC, NEACAC) and, as such, the undergraduate admission program follows the policies, recommendations, and rules of these associations, in particular the NACAC Statement of Principles of Good Practice.

Undergraduate admission decision criteria are specifically detailed in the *Admission Candidate Evaluation System,* which is reviewed and updated regularly by the Office of Undergraduate Admission in conjunction with USM's schools, colleges, and programs.

First-year candidates for undergraduate admission are reviewed by at least two different trained admission counselors, and decisions are based on strength of academic program, academic performance, class rank / GPA (if available), standardized test scores, essay(s), recommendation(s), and extracurricular activities. Transfer candidate decisions are based primarily on the overall GPA from the transfer college(s), but for some programs, high school course work is also considered in addition to college course work. Transfer credit evaluation is handled within the Transfer Affairs Office, and every admitted applicant is provided with an official transfer credit evaluation, which shows how their previous coursework will transfer to USM to satisfy core curriculum, major, and elective requirements. For adult applicants with no previous college credit, the SAT/ACT and recommendation requirement are waived and, depending upon the school, college, or program, we are somewhat more flexible with course requirements.

Applicants who meet some - - but not all - - of the requirements for admission to USM but who demonstrate potential for success may be admitted with conditions to our "GO" program. Students admitted to the GO program are given a specialized and prescribed academic and support plan, monitored by an advisor through one of USM's Student Success Centers.

Special Populations. In 2001, we hired an assistant director of admission for multicultural recruitment. This individual not only works with potential underrepresented students for admission, but also plays a key role on campus in identifying barriers to their admission and success, and in working with a variety of support offices (including our Office of Multicultural Student Affairs) in providing programming for them. In 2002, we implemented the "English Language Bridge Program" for multicultural students needing language instruction - this program admitted them to the University and provided them with the crucial support needed to be successful.

USM has a robust "Early Study" program which encourages qualified high school students to participate in college courses. More than 150 students each semester have "tried out" the college experience and approximately 25% of participating students apply to USM for admission.

Student-athletes comprise another specifically recruited population at USM. In fall 2007, undergraduate admission implemented a liaison program with USM Athletics, whereby each admission counselor assumed responsibility for 1-3 varsity sports programs, acting as a lead admission contact for the coach and prospective student-athletes.

According to the most recent census estimates, Maine is more than 95% Caucasian; African-Americans account for approximately 1% of the population; Hispanics account for 1.3%; Asian-Americans are less than 1% at .9 and Native Americans represent .6% of Maine's overall population

(US Census - Maine QuickFacts; Accessed October 23, 2009)

Student-musicians represent another specifically recruited population at USM. In addition to ongoing undergraduate admission recruitment efforts, the Director of the School of Music has represented USM at nationally sponsored performing and visual arts college fairs in Boston and New York City for the past several years. USM's School of Music hosts high school groups regularly, and has an undergraduate admission representative on hand to answer general admission questions. Finally, the music merit scholarship budget has been increased substantially in the past several years (from approximately $36,000 in FY 2008-09 to $89,000 in FY 2010-11).

Graduate Admission

The Office of Graduate Admission follows one of the standard models of graduate admission in the United States. All application documents are collected by graduate admissions, and complete applications are forwarded to faculty admission committees in individual programs. Members of the graduate faculty make all admission decisions. Communications to applicants regarding admission decision are conveyed from the Office of Graduate Admission.

Between 2003 and 2007, slightly more than 90% of USM students hailed from Maine. This percentage remains the same today. 70% of USM students are from three counties: Androscoggin, Cumberland, and York.

(USM Financial Resource Analysis and Budget Report, Spring 2007)

Criteria for admission are determined by the individual graduate programs and are outlined in the Graduate Catalogue as well as the Office of Graduate Admission website. Standardized test requirements and required undergraduate preparation vary by program.

Graduate recruitment activities include an emphasis on students at all UMS campuses and local employers. More recently, USM has focused more attention on promoting the visibility of its graduate programs to our own undergraduate population through email, direct mail, and programs designed to respond to inquiries and general interest in graduate study.

APPRAISAL

Admissions practices and policies - - both undergraduate and graduate - - at USM successfully conform to those outlined in the NEASC standards, as well as those outlined by our regional and

national associations. Consistent with our mission, USM enrolls a student population that is broadly representative of the population we serve.

The number of minority students at USM has risen from 3.42% in 2003 to 4.96 % in 2007. Much of this increase has come from the number of African-American students, which has nearly doubled from 81 in 2003 to 135 in 2007 and more than doubled to 185 in 2009. *(USM Financial Resource Analysis and Budget Report, Spring 2007; UMS Enrollment Summary 2009).* Although the undergraduate admission office enrolls substantial traditional first-time full-time and transfer cohorts, the average age of all students at USM is 27.52 years (Information Reporting, 2010) reflecting a more diverse population including commuter, part-time, adult, and graduate students.

**Non-Degree Enrollment Trends Fall 2005- Fall 2009**

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010* |
|---|---|---|---|---|---|---|
| Undergrad | 1589 | 1399 | 1386 | 1379 | 1066 | 695 |
| Grad | 640 | 559 | 565 | 565 | 448 | 372 |
| Total | 2229 | 1958 | 1951 | 1944 | 1514 | 1067 |

*as of September 30, 2010

USM has responded to the two most basic challenges it faces in its efforts to recruit prospective students, that is, the decline in the traditional-age college-going population and the phenomenal growth in community college enrollments. Maine's population of recent high school graduates is shrinking and expected to do so until 2014 when an increase will return, but at a much lower rate than in previous decades. (*Knocking at the College Door: Projections of High School Graduates"*(March, 2008). USM also faces growing competition for first-year students from the region's community colleges which have experienced a 63% increase in enrollment between 2002-2008. (Source: MCCS: http://www.mccs.me.edu/about/enrollment.html). With regard to overall enrollment, historically USM has enrolled a significant number of non-degree students. Since the emergence of Maine's Community College System, however, USM has witnessed a continuing decline in the number of non-degree students taking courses at USM. This trend is expected to continue which means that USM will continue to serve fewer and fewer non-degree students, particularly at the undergraduate level.

Non-degree students as a percentage of total enrollment (not including Law) has decreased from 21% in Fall 2005 to 16% in Fall 2009. It is anticipated that this trend will continue, thus changing the composition of USM with regard to student intentions. In a very real sense, USM is becoming an institution more focused on students pursuing degrees and certificates leaving the casual learner to the purview of other post-secondary institutions in the State.

To respond to these demographic and market challenges, USM has significantly increased its recruitment activity directed at both first-time and transfer prospective undergraduate students.

Admissions has established a Coordinator for Transfer Student Recruitment and has cross trained other admission counselors to recruit at Maine Community Colleges, out-of-state transfer fairs, and to provide unofficial and official transfer credit evaluations for prospective and admitted USM transfer students. USM has successfully established a Portland satellite undergraduate admission office and has promoted its Fall Open House and other programs more aggressively. The institution has also significantly increased admissions recruitment travel to high schools, transfer feeder institutions, college fairs, transfer fairs, and other programs indicated in the chart below:

**Undergraduate Admission Recruitment Travel**
**Year to Year Comparison**

| Recruiting Term | Total Visits | Increase/Decrease Over Previous Fall |
|---|---|---|
| Fall 2009 | 677 | +14% |
| Fall 2008 | 577 | +18% |
| Fall 2007 | 488 | +1.5% |
| Fall 2006 | 481 | Baseline |

Despite considerable structural obstacles, USM's total fall undergraduate admission applications continue to increase. In fact, 2009 saw a record 6,025 applications: an 1.4% increase over Fall 2008, and the first time that USM has received more than 6,000 undergraduate admission applications. USM's more aggressive undergraduate admission recruitment has also led to a reversal of a multi-year decline in spring applications (an important cohort for USM comprised largely of transfer applicants):

**Undergraduate Admission Spring Applications**
**Year to Year Comparison**

| Spring Term | Applications Received | Increase/Decrease Over Previous Spring |
|---|---|---|
| Spring 2009 | 926 | +4.0% |
| Spring 2008 | 890 | +9.6% |
| Spring 2007 | 812 | -5.6% |
| Spring 2006 | 860 | -10.2% |

Recently, as part of a system wide initiative, USM participated, in a market analysis and tuition pricing study. A Noel-Levitz consultant conducted an enrollment audit for USM: the resulting report identified a number of areas in which USM should focus its energies to improve both its recruitment and retention efforts. With regard to recruitment, it was noted that although the Undergraduate Admission office had developed a set of reasonable and realistic targets for admission, these targets had not been developed as part of a larger enrollment plan. Further, the report applauded USM's out-of-state recruiting results, but suggested that we spend more time cultivating our primary market which, in the opinion of the Noel-Levitz consultant, was in-state, not out-of-state. As the Noel-Levitz report pointed out, in-state recruiting resulted in a higher "yield" of admitted Maine applicants. Noel-Levitz also recommended that USM establish an Enrollment Management Committee, which started meeting in December, 2010. The

charge for this committee is to seek out new student markets. In particular, attention needs to be paid to returning adults, non-native speakers, and students who begin college at one of Maine's community colleges. The challenge, of course, is to redirect recruiting energy toward this primary market without sacrificing our momentum in recruiting out-of-state and traditional-age students.

At the graduate level, USM continues to process an increasing number of applications. Graduate Admissions has seen an increase in applications since 2008. Our recruitment activity at the graduate level is increasingly focused on the seven UMS campuses, which serve as our major feeder institutions. Recruitment activities also focus on Maine's top employers. Individual graduate programs and/or colleges hold open houses and informational sessions for prospective graduate students during the academic year.

PROJECTION

The challenges posed by changing demographics in the Northeast and the rise of the Maine Community College System (MCCS) are significant. In this changing environment, just maintaining the number of USM's new incoming students will be a tremendous challenge. USM will need to maintain its 'traditional' markets in Maine (freshmen and transfers), develop markets outside of Maine, and develop 'targeted' markets in Maine (examples: adult students, veterans). Undergraduate admission will also need to work with the new Student Success Centers to streamline, and make more seamless the transition from 'applicant' to 'admit' to 'enroll.'

## RETENTION

DESCRIPTION

USM's retention rate is shaped by a number of factors, including the demographic diversity of our student body. Additionally, many USM students work, have families, and face financial challenges and a significant number of traditional age students are experimenting with higher education. USM continues to serve a large number of first-generation college students who come with few role models to provide the support and challenge necessary to succeed in college, and often arrive with academic deficiencies which further compromise their self-efficacy. In addition, USM has a large number of students whose intentions are to begin here and then transfer to schools further away to complete their educations.

Work to increase student retention at USM began in earnest in 1996 following the university's first study of student retention and graduation. At-risk students work closely with an advisor to develop an academic support plan. USM has opened an Office of Civic Engagement to foster service learning and has organized learning communities such as the Honors Program, Russell Scholars and numerous interest-based residence halls. The curricular work on general education, and, in particular, the development of the Entry-Year Experience (EYE) courses has been a significant contribution to USM's retention initiatives.

While the aforementioned programs have been helpful, the challenge of retaining students at USM remains. Student persistence among undergraduate students at USM continues to fall short of comparable universities. The current focus of student retention and graduation work targets student support services, advising, career development, and the continuum of the student experience. Previously housed in separate administrative offices and unit, three of USM's student support services targeted to improving student persistence, Advising Services, Career Services and Professional Life Development,

## 6-Year Graduation Rates Fall 1999-Fall 2003 Cohorts by Type

| Student Type | *N* | *Term* | Grad in 4 Yrs | Grad in 5 Yrs | Grad in 6 Yrs | Enrolled After 6 Yrs |
|---|---|---|---|---|---|---|
| **First-Time/Full-Time Students** | | | | | | |
| | 848 | *Fall 2003* | 9.9 | 29.0 | 36.8 | 13.2 |
| | 909 | *Fall 2002* | 10.8 | 26.0 | 33.4 | 13.1 |
| | 915 | *Fall 2001* | 8.4 | 24.7 | 33.2 | 8.5 |
| | 848 | *Fall 2000* | 7.2 | 22.6 | 30.1 | 9.6 |
| | 798 | *Fall 1999* | 10.2 | 27.3 | 28.6 | 14.0 |
| **Transfer Students*** | | | | | | |
| | 878 | *Fall 2003* | 39.4 | 46.0 | 49.1 | 7.5 |
| | 747 | *Fall 2002* | 34.0 | 42.6 | 46.6 | 7.9 |
| | 735 | *Fall 2001* | 33.2 | 40.6 | 44.4 | 6.3 |
| | 682 | *Fall 2000* | 36.7 | 43.5 | 46.3 | 5.7 |
| | 738 | *Fall 1999* | 33.2 | 38.2 | 38.8 | 8.7 |

## First to Second Year Persistence
## (Regularly-Admitted and Conditionally-Admitted)

| Admission Term | Transfer Students *Full-Time, Part-Time, Total* | | | | | | First-Time in College (FTIC) Students Full-Time, Part-Time, Total | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # Transfer Students | | | Percent Returning the Next Fall | | | #FTIC Students | | | Percent Returning the Next Fall | | |
| | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total | Full-Time | Part-Time | Total |
| Fall 2009 | 602 | 192 | 794 | 77.1 | 60.4 | 73 | 892 | 54 | 946 | 70.2 | 50 | 69 |
| Fall 2008 | * | * | 785 | * | * | 73.4 | 992 | 38 | 992 | 65 | 47.4 | * |
| Fall 2007 | * | * | 839 | * | * | 68.2 | 901 | 64 | 965 | 64.5 | 45.3 | * |
| Fall 2006 | * | * | 903 | * | * | 63.5 | 888 | 49 | 937 | 66.8 | 38.8 | * |
| Fall 2005 | * | * | 778 | * | * | 71.7 | 912 | 73 | 985 | 65.9 | 50.7 | * |
| Fall 2004 | * | * | 871 | * | * | 66.5 | 870 | 65 | 935 | 66.8 | 40 | * |
| Fall 2003 | * | * | 879 | * | * | 68.3 | 848 | 90 | 938 | 67.8 | 44.4 | * |

Source: USM Information Reporting Retention Report for Fall 2009 to Fall 2010, 9/26/10
*data not available

## Peer Institution Comparison
## First to Second Year Persistence of First-time/Full-time Students

| Institution | First to Second Year Persistence Rate* | Graduation Rate* |
|---|---|---|
| University of Southern Maine | 64 | 34 |
| Central Connecticut State University | 79 | 46 |
| Morehead State University | 70 | 35 |
| North Carolina Central University | 69 | 48 |
| Northern Kentucky University | 67 | 33 |
| Salem State College | 71 | 43 |
| Southern Illinois University at Edwardsville | 73 | 49 |
| Kennesaw State University | 76 | 35 |
| Boise State University | 66 | 30 |

*Source: IPEDS, Fall 2008 Retention Data, retrieved 9/27/2010

and Early Student Success, are now contained in three Student Success Centers – one center on each of USM's three campus locations. The purpose of the student success centers is to provide one-stop locations on each campus where students can access the support services that they need to continue progress toward graduation. Housed within a newly resurrected Division of Student Success, these Centers provide a central, visible location for student referral and support. Divisionally, the unit, in collaboration with USM's schools and colleges, is redesigning processes and systems to 'capture' students at critical moments and to treat the student experience as a continuum from the point of acceptance through graduation. These Centers are currently in their infancy, yet coupled with the EYE courses, have already improved USM's uneven persistence rates and hold promise to improve graduation rates (see tables in Appraisal section).

APPRAISAL

As a university, a significant issue facing USM is retention, defined as our ability to keep students from admission through graduation. In addition, all of the demographic and preparatory factors cited above challenge our ability to positively influence student persistence, that is, the desires and actions of a student to stay in college and complete a degree. It is understood that, as a comprehensive university, part of USM's mission is to serve students who are in transition. The question is what we are doing to understand the dimensions of what we can and cannot influence with regard to student persistence and retention.

USM has long struggled to understand and improve its undergraduate student retention and graduation rates. Indeed, some progress has been made in overall graduation rates and persistence of transfer students, but for first-time/full-time students, USM continues to lag behind those rates achieved by our peer institutions.

PROJECTION

While these data are telling, as are recent studies of USM students (see Colgan and Leighton, 2009), USM continues to lack the capacity and culture to conduct and utilize data effectively in decision-making. As with initiatives to improve retention, data collection at USM lacks the cohesiveness necessary to act on these data in systematic and collaborative ways. The fragmentation of USM's data as well as the organization of its recruitment and retention strategies was recently highlighted by the Noel-Levitz consultant's report. In summary form, that audit (Noel-Levitz Report, 2009) suggested that USM's approach to enrollment management was in need of:

- Clarity regarding institutional enrollment priorities
- Coordination around enrollment issues and activities
- A clearly articulated and visible vision for what the student experience is, can, should be and the value of a USM degree

The integration of Advising Services, Career Services and Professional Life Development, and Early Student Success into three complementary Student Success Centers, the revitalization of an enrollment management function, and the search for a director of Institutional Research are important to USM's ability to positively influence persistence and graduation rates at both the undergraduate and graduate levels. Low rates of retention influence public perception of the quality of an institution.

In this regard, USM must find ways to balance the need to be true to its mission as a comprehensive university to offer opportunity to students whose academic records might be marginal with the need to offer all students a challenging, enriching, and engaging education.

## STUDENT SERVICES

### DESCRIPTION

Through the administrative divisions of Student and University Life, Academic Affairs and Finance and Administration students are offered a wide range of services and programs that facilitate, support and enhance their education. In addition to the Student Success Centers, academic support is provided through faculty and departmental advisors for both undergraduate and graduate students. The Office of Support for Students with Disabilities provides a wide range of services to students with documented disabilities. Learning Foundations and the Learning Centers in Portland and Gorham, and "LearningWorks" (LINK here) at Lewiston Auburn College provide access to tutorial assistance in math, writing, and English for Speakers of Other Languages by trained tutors.

Campus safety, primarily the responsibility of the USM Police, is addressed through a collaborative approach with municipal and other public agencies and various campus offices including Residential Life and Resident Education, the Dean of Student Life (Behavioral Intervention Team), Community Standards, University Health and Counseling Services, the Women's Resource Center, and the Office of Substance Abuse Prevention.[2]

Focused opportunities for support, connection and engagement are provided by the Women's Resource Center, Center for Sexualities and Gender Diversity, Multicultural Center, Office of Support for Students with Disabilities, the Office of International Programs, English for Speakers of Other Languages, and Veteran's Resource Center. Community engagement and service is promoted and supported, with one-time, short-term, and sustained involvement in service to the wider community; these experiences are often connected with academic courses and programs.

Undergraduate and Graduate Admission web-based support systems guide visitors through the admission process, and direct prospective students to appropriate campus linkages. Upon acceptance, students receive information about academic support for students with disabilities, placement exams, financial aid, residence options, and programs and services. Orientation is offered to new undergraduate students on multiple dates throughout the summer and once during the winter break. Students and their family members have the option to participate in an Overnight Orientation program which includes sessions on course selection, course registration, the financial aid process, student engagement opportunities and support services. Approximately 80% of incoming undergraduate students attend an Orientation program. Graduate Studies holds a formal orientation for all graduate students, many graduate programs offer program-specific orientations.

Financial Aid and Student Accounts deliver programs designed to foster student success by removing financial barriers and providing information on financial literacy. Financial Aid distributes $75 million, packages 9000 awards, and serves a total of over 11,000 aid applicants annually.

Student Involvement & Activities and Campus Involvement and Activities (CIA) provide leadership development and promote involvement in over 150 co-curricular learning opportunities.

These opportunities include academic program - affiliated organizations, media organizations, Greek Life, commuter and resident student activities, and major campus events such as Fall Fest, Winter Carnival and Spring Fling.

The undergraduate and graduate Student Government Associations (one for the Portland and Gorham campuses and one for the Lewiston Auburn campus) are elected annually and provide the primary voice for student advocacy. The Student Body President, elected by the undergraduate student body, appoints student representatives to university committees and advisory boards. An Undergraduate Representative to the University Of Maine System Board Of Trustees is jointly appointed on a two year basis by the SGAs. Student representatives sit on the USM Graduate Council and a graduate student representative is included on the University Of Maine System Board Of Trustees.

USM's fields twenty-three NCAA Division III intercollegiate varsity sports and its Athletics program is nationally ranked. USM student-athletes are supported by a nationally recognized coaching staff, excellent facilities, outstanding health care and athletic training supervision, and a strong system of academic support services. A variety of fitness, intramural, recreation and club sports programs are offered to hundreds of participants annually.

Student life and student services professionals participate in development opportunities as resources and time permit to support university expectations for professional standards of conduct. The credentials of recruited professional staff are consistently appropriate to the standards required in position descriptions and fields of expertise.

The Office of Community Standards is responsible for the administration of the University of Maine System Student Conduct Code and the Student Academic Integrity Policy. Both the Undergraduate and Graduate Catalogs clearly inform students of regulations and policies, student rights and grievance procedures. All members of the University community are informed annually of all mandated and critical policies and information.

Aligned with the Federal Education Rights and Privacy Act (FERPA), the University has policies and procedures in place regarding the content and management of student records including the content of "Directory Information". The University's Confidentiality of Student Records Policy is published in the catalogs and made available through the Registrar's Office. Practices and policies are in place to protect personally identifiable information and data including that which is related to FERPA, GLBA, HIPAA and PCI. Information security practices are available through IT User Services.

Co-curricular learning is valued as an important strategy toward engaged learning at the University of Southern Maine. The philosophical basis for co-curricular learning is included in the goals for the Division of Student and University Life and also in the Guidelines for General Education at USM as "practical" learning.

APPRAISAL

Student services are appropriate to the population and provide quality and accessible attention to student needs. The University offers a diverse array of involvement and leadership opportunities; a support program for student organization advisors is currently being developed. To assess program and

service effectiveness, USM participates in a number of national (e.g., NSSE, FSSE) and local assessments (e.g., Graduating Senior Survey and other in-house assessment surveys), the data from which are used to inform improvements. That said, the complexity of our student governance structure, our multiple campuses, a bifurcated activity fee structure, and the lack of a governance system at the graduate level challenge USM's ability to ensure all student voices are heard.

Co-curricular opportunities provide a rich and engaged learning experience to students who choose to participate. An increasing number of course offerings (General Education Core, "EYE" courses, and Service Learning related courses) include experiential components to classroom-based programs. However, services, programs and opportunities available to graduate students need to be more clearly articulated.

The University informs students about the Conduct Code and other policies including an annual notice about policies on Sexual Assault, Stalking and Relationship Violence yet there remains a need to further educate the student community on risk reduction and for additional staff training on understanding sexual assault victimization. The University has received a three year $300,000 Department of Justice grant focus on these issues.

The creation of the Student Success Centers has been a positive step toward evaluating and restructuring services for students to make them "legible" to students. Ongoing professional development for the staff of these centers will be essential to realize the vision for these Centers as places where student progress to degree is carefully monitored and supported through intrusive academic and career advising as well as faculty mentoring.

The Residential Life and Resident Education program has expanded residence and dining options available to USM students over the past several years. Suite-style and kitchen-equipped apartments encourage students to participate in on-campus living more often and longer and eight dining locations provide service to all residential and commuting students. Development of diverse housing and dining options needs to continue.

> USM is committed to the fair and equitable treatment of men and women participating in intercollegiate sports sponsoring 23 intercollegiate sports programs; eleven for women, ten for men and two co-educational sports.

Our Intercollegiate Athletics program, in partnership with our Student Athlete Advisory Committee (SAAC), is committed to student success and promotes excellence through sponsorship of the William B. Wise Scholar-Athlete Program. USM student-athletes graduate at a rate higher than the general student body and have a first year retention rate that is significantly higher than the overall population. Fiscal constraints have impeded fundraising for, and implementation of a long-standing capital improvement plan for athletics and recreational sports venues.

Though within the last year, two staff positions have been added to the Financial Aid Office, budget constraints over the period of self-study has led to an overall reduction in staff, which was particularly difficult while the office was simultaneously managing a PEOPLESOFT financial aid module implementation. This combination of challenges has hampered our ability to deliver student services at a level that is reflective of desired goals. A historical lack of investment in need based financial aid forces USM students to work and/or borrow at levels exceeding national averages. USM has, however, been

successful in recent years in systematically trying to reverse this trend by targeting additional grant funds for needy students and adding financial aid-funding from base budget sources as well as through increased scholarship fundraising by University Advancement, particularly in STEM areas.

PROJECTION

The USM strategic plan; Preparing USM for the Future 2009-2014 is guiding our goal setting and assessment processes as we accomplish the following:

- Expand Student Success Centers to serve all undergraduate and graduate students..
- Continued development and promotion of support and services for graduate, evening and weekend and distance-learning students.
- Explore the University Hour concept to provide community-enhancing activities.
- Maintain the commitment to increase the amount of institutional support for financial aid by the same percentage increase that is applied to tuition increases..
- Initiate capital improvement planning for student life facilities including student/campus centers, athletics and recreation venues and campus residence options.

INSTITUTIONAL EFFECTIVENESS

USM participates in both nationally-normed and locally-developed assessments in order to better understand the nature and context of the student educational experience. National instruments include the National Survey of Student Engagement (NSSE) as well as the Faculty Survey of Student Engagement (FSSE). Items from these instruments are used to benchmark student engagement in key activities and satisfaction with campus services, most notably, academic advising. Information from the NSSE has been used to inform changes in academic advising systems, e.g., the School of Business.

Locally-developed instruments, such as the annual Graduating Senior Survey are also routinely reviewed and used to support change in student services. For example, during this next year, information from the Graduating Senior Survey will be used in support of the development of a clearinghouse for internships and the development of a robust placement function.

USM also makes use of national experts from professional associations to assist it in its review and redesign of critical student services. During the fall of 2008, a review of career services, advising, early student success, and learning assistance was completed by a team of consultants from the National Academic Advising Association. The results included process and structural redesign culminating in the development of the Student Success Centers. During the Summer of 2010, a consultant from AACRAO visited USM to review the Registrar's office and associated functions. The recommendations from this visit will result in changes to an office sorely in need of building capacity.

As part of a University of Maine System initiative, USM was involved in an enrollment audit by Noel-Levitz. The recommendations from this report have been used to strengthen the enrollment planning and retention program at USM. The report calls for the development of an Enrollment Council that will produce an annual enrollment plan and ensure that targets are systematically set and reviewed. This approach will support the institution's goals of increased retention of FTIC students by 2% a year to

a four year goal of 73-4%. This process will be overseen and monitored by the newly created Division of Student Success.

Various student service areas conduct program level assessment initiatives. The Student Success Centers have implemented a learning outcomes based assessment plan for students, advisors and supervisors. Orientation surveys new students and their family members after each program. Financial Aid, Residential Life and Resident Education administers the Educational Benchmarking, Inc. survey. Dining Services asks community members to respond to the ARAMARK Higher Education Satisfaction Survey. Campus Involvement and Activities tracks participation in all programs and activities which are planned using a desired learning outcomes model. Athletics and Recreational Sports, in addition to compliance based information instruments, tracks academic success and retention records of all scholar athletes from year to year, over 4 years and through 6 year completion rates. Community Standards (student conduct) tracks recidivism rates and violation rates on an annual basis by type of violation. University Health and Counseling Services measures "customer satisfaction" through surveying at the time of service delivery. Periodic assessments of campus climate occur as well.

To strengthen institutional effectiveness in admission, retention and student services USM is pursuing the recommendations set forth in the Noel-Levitz report. These efforts will be augmented and supported through the eventual appointment of a director of institutional research.

# Standard 7: Library and other Information Resources

**The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology and utilizes them to support the fulfillment of its mission.**

## OVERVIEW

Few areas in academia have undergone the transformational changes that libraries, information technology, and instructional technologies have experienced in the last decade. Digital information technologies, and especially the World Wide Web, now reach deeply into every part of the university's life. Library collection development has shifted from print to electronic resources, from ownership to access, and the libraries are physically changing from shelving ranges of books to an Information Commons model. New technologies are transforming our Libraries, our users' expectations and teaching and learning, resulting in substantive impacts on Libraries, instruction in traditional classrooms and in online environments. At USM, these transformations have been aided by the institution's active participation and position within the University of Maine System (UMS) and regional library networks. The current complexity and challenge of USM's financial situation has, however, prevented the consistent application of budgetary and technological resources which would allow USM to fully take advantage of new opportunities. The result has been something of a roller-coaster ride for USM Libraries and other information resources.

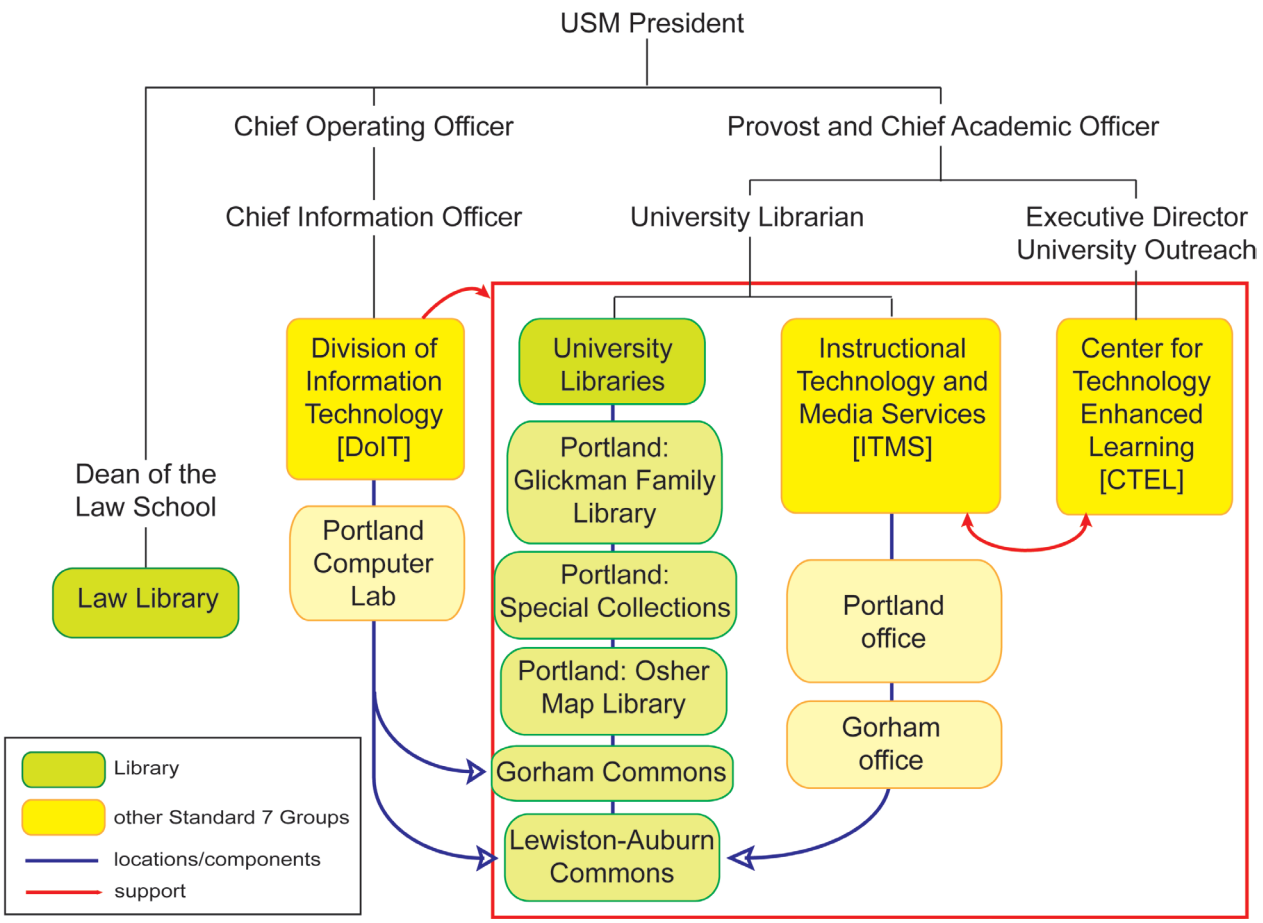
## THE LIBRARIES

### DESCRIPTION

USM Libraries are comprised of three libraries, one on each campus. Conceptually "One Library on Three Campuses" offers students and faculty comparable services, computer access, and study spaces. USM Libraries function within the overall network of libraries across the System's seven universities. University of Maine System Libraries share a union catalog (URSUS), core technologies and resources, and standardized practices. At USM, the Libraries have seen several physical improvements and expansions over the last six years. Recently, at the Gorham and Lewiston-Auburn Campus (LAC) libraries, the computer labs and libraries were merged to create an Information Commons, which provides inviting spaces and one-stop services for students, along with technical and research assistance. The print collections are divided between libraries according to the location of the relevant degree programs, with library materials transferred at user's request five days a week between the USM campuses, as well as the seven University of Maine System campuses via a state-wide delivery service. The library website has become a key source for research, information resources and services. Three major redesigns of the library website in recent years underscore the importance of the virtual library**.** It is noted that there is a separately administered Law Library on the Portland campus which was recently re-accredited by the American Bar Association, as well as the Ken Curtis Library in the Muskie School that focuses on journals in community planning and health policy.

USM Libraries' mission is to provide resources and services to support USM's students, faculty and the curriculum, and secondarily to members of the public. Direction for the libraries has been driven by a Library Strategic Plan 2003, followed by strategic annual goals, summer project goals and financial

The University of Southern Maine Library System




planning decisions. USM Libraries have clear policies and procedures available on the website regarding the use of information and technology systems, guidelines for library use, and similar policies.

Through the Library Liaison Program, a library staff member is assigned to each academic department at USM to work with faculty representatives in building curriculum-based collections. Liaisons also assist faculty in library instruction and information literacy in accordance with goals established in the Information Literacy Plan. The Liaison Program has increased communication with the departments, implemented an approval plan for focused monograph selection and generally raised the library's visibility. Faculty are offered a multi-faceted approach to information literacy with a variety of instruction options, although classroom-based instruction continues to be the dominant format. The development of an online "Faculty Toolbox" is underway and will offer faculty a menu of resources and/or tools to utilize with their students. A major achievement has been the incorporation of a specific information literacy outcome into the General Education curriculum, including its Entry Year Experience (EYE) courses. During the last three years, USM librarians have been actively working with faculty on a variety of approaches to fulfill the EYE information literacy requirement. Most students are required to take English 100 (900+ students annually) or Lewiston Common Core (LCC) 110 (75+ students) which includes copyright and plagiarism topics. Library information literacy instruction also emphasizes copyright issues. The Instructional Services website and the "InfoSavvy" blog provide central access to information literacy resources and services for faculty, including online instruction scheduling and instructional evaluation tools. The goal is to build on

this Gen Ed requirement by providing faculty with the tools to provide students with progressive literacy skills with a substantially greater number of faculty.

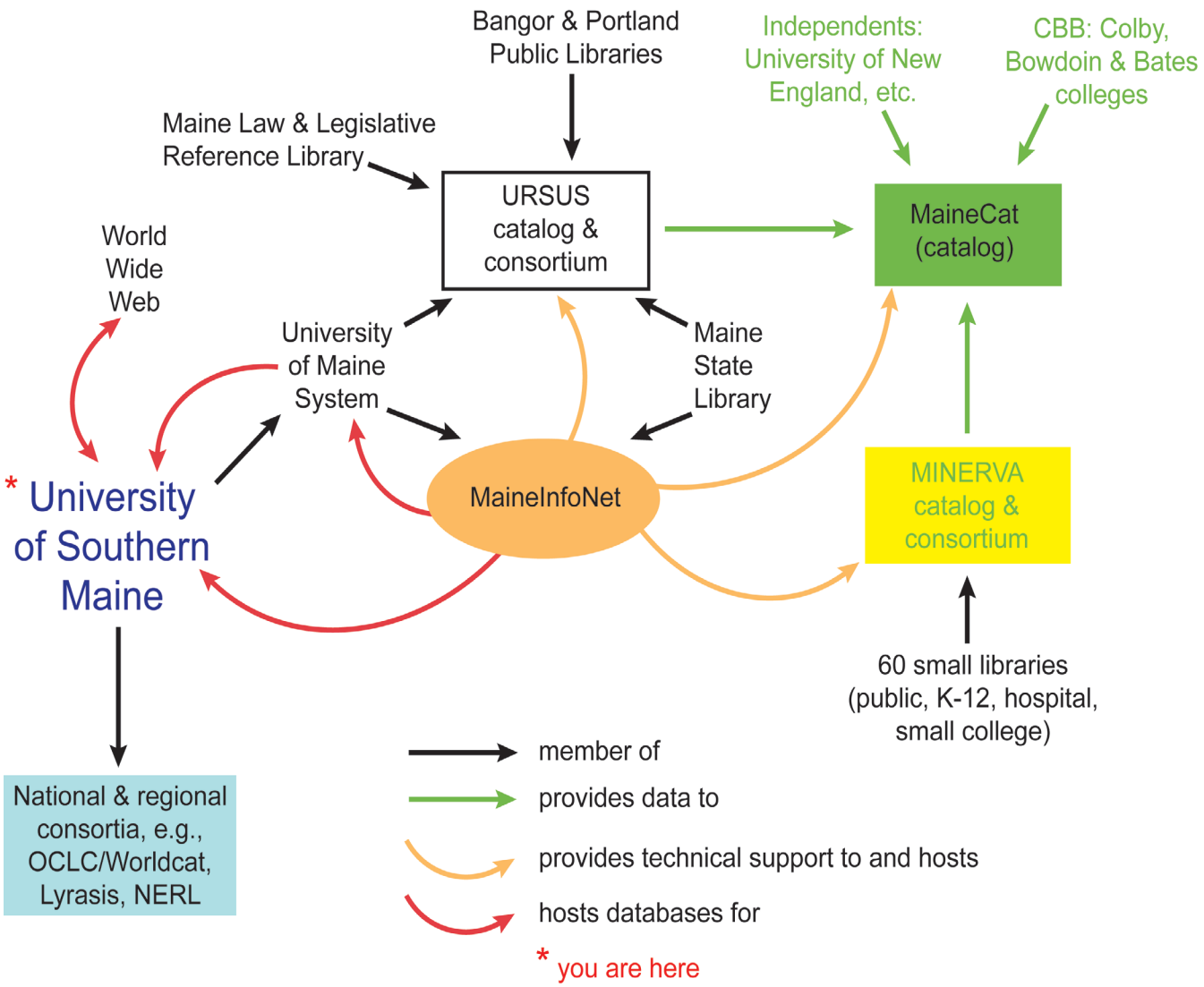
An emphasis on providing students with point-of-need assistance has resulted in several actions. One step taken was to incorporate LibGuides, a resource which easily provides faculty and students with customized, web-based library guides for individual classes, as well as guides for majors and disciplines. An expanding set of tutorials produced online by the library offers the student a self-service option for information literacy instruction. A one-credit hour library class is being converted to a fully online or blended class and will address the full-spectrum of information literacy needs and outcomes.

A commitment to curriculum support extends to USM's development of three remarkable special collections, the first two of which are part of the University Libraries: The Osher Map Library and Smith Center for Cartographic Education with approximately 300,000 maps from 1475 to 2000; Special Collections which includes the Jean Byers Sampson Center Catalyst for Change Award with materials relating to Maine's African American, Jewish, and LGBT communities; and the LAC Franco-American Collection. The express purpose for each is to give students opportunities to undertake research with primary materials, as well as to provide the larger community with cultural resources. The collections are guided by community board members. Faculty scholars assigned to the collections ensure the collections are used in the classroom and that their continuing development is allied closely with cognate academic programs.

USM Libraries provides information resources through a network of access points and are deliberately and strategically shifting collection allocations away from print monographs and journals to electronic journals, e-resources, and databases. Databases are provided through State, UMS and USM subscriptions. Overall, USM students and faculty currently have access to approximately 225 databases and some 40,000 journals. The USM community also has access to a wider range of print collections through the University of Maine System. With the seven campus libraries' collection philosophy of "Seven Campuses, One Collection", USM's 400,000 print monographs are thus leveraged to 1.6 million volumes state-wide. This collaboration minimizes duplicate holdings across the system and has made a significant impact by increasing the number of items readily available to USM users. Through easy to use, self-service functions, the Libraries obtain materials from across the nation through USM's Interlibrary Loan (ILL) department at no charge to users. ILL is a robust, fast and convenient service which greatly expands our users' ability to access materials, particularly for graduate students and faculty. Access to journal articles not available at USM is usually available electronically within 24-48 hours.

The Libraries provide current technology resources to users. This includes a large number of recently updated student computers due to the collaborative relationships fostered between University Libraries/Instructional Technology & Media Services (ITMS), the Division of Information Technology (DoIT), and the Center for Technology Enhanced Learning (CTEL). The Libraries also benefit from centralized technology services funded by the University of Maine System, which provide core, up-to-date library technologies and resources, such as the Integrated Library System (ILS), e-Serials management and a variety of databases. Since 2007, these technology services have been provided by the state-wide library consortium, Maine InfoNet (MIN).

University of Maine System Library Networks




## APPRAISAL

USM Libraries are active centers for learning on campus, responsive to the changing nature of academic libraries and of user expectations, as evidenced by the physical changes to the libraries, the emphasis on digital collections and the virtual library. These core services are robust and reliable and include regular new features and technologies introduced over the last decade. While relations between the faculty and the Libraries are generally excellent, the interest and activity level of faculty liaisons does vary widely among departments.

The Libraries' information literacy program has grown and expanded its offerings by focusing on the English 100 and EYE courses. Librarians meet with the General Education Committee and are members of EYE course development groups. LAC librarians have been successful in integrating themselves into both classroom and online courses. While the program effectively meets existing demand and has strong ties to some academic programs, such as Nursing, USM Libraries need to more actively promote awareness to faculty and facilitate increased use of information literacy resources. The Faculty

Toolbox begins to address the dichotomy between the number of staff available and the need to reach hundreds of classes across three campuses. This self-service tool assists faculty in customizing their approach to literacy within the physical and virtual classroom. Information literacy should become an integral part of the university curriculum and needs to be strengthened through a collaborative faculty/ librarian relationship.

Over 290,000 students, faculty, staff and the public use our three libraries every year. An impressive number of building projects and capital improvements have created updated and appealing physical spaces for library users, particularly at the Glickman Library and LAC Commons. In response to LibQUAL survey results, group study rooms, attractive student-centered and technology spaces, as well as comfortable seating have been added and have been well received. The focus in 2010 is on the ongoing improvements to The Commons@Gorham Library.

The opening in 2009 of the expanded Osher Map Library and the Glickman arcade entrance facing the University Commons marked another architectural success for the university. The Osher Map Library facility showcases the quality of the collection and contributes to the national recognition the collection and programs deserve. This facility is the latest in a series of investments in University Libraries.

USM Libraries have deliberately and strategically shifted collection allocations away from print monographs and journals to electronic journals, e-resources, and databases. This reflects not only user preferences but also the rapid transition to digital formats. The Libraries have set a goal of 100% electronic journals as soon as feasible. A number of core electronic databases and full-text resources are provided though state-wide or University of Maine System subscriptions, and are supplemented by USM subscriptions, such as the recent addition of JSTOR (the most frequently requested collection addition by faculty) and LexisNexis. The Libraries are downsizing print journal collections and print government documents while participating in state-wide cooperative collection development strategies that explore new models for legacy collections. Developing vibrant digital collections, including local digital projects through OML's Digital Imaging Center, will be increasingly important. Furthermore, USM has invested significant technology and staffing resources into the Interlibrary Library Loan (ILL) program. ILL borrows about 12,000 items annually and provides this as a free, unlimited service to requestors.

Significant effort has gone into the libraries' website as central a resource for USM's community as the physical library. The library website is actively managed by the Library Web Committee and is currently undergoing re-development in the university's new content management system (CMS). A recent survey 950 library website users found a high degree of satisfaction with the site and its ease of use. Developing the next generation in a CMS will allow for a more dynamic and easily updated web site, one that will highlight more interactive and social networking features.

More generally, USM Libraries works collaboratively and cooperatively with University of Maine System (UMS) Libraries and Maine InfoNet (MIN). This allows for steady adoption of new features and technologies. Participation in Maine InfoNet has brought the University of Maine System Libraries into a state-wide, multi-type library consortium that also provides centralized technology resources for USM Libraries. University Librarian David Nutty has been a leader in the founding and development of Maine InfoNet and serves as the Chair of the MIN Board. The University of Maine System and the Maine InfoNet consortia allow for the cost-effective provision of library technologies to share and sustain best practices. Continuing such collaborations is clearly a key and essential strategy for USM, the University of

Maine System (UMS) and the State of Maine.

Off campus students and an increasing number of online students receive resources and services via the library website and in cooperation with CTEL. The Library has improved automatic activation of proxy access to databases. USM and the UMS University College cooperate in supporting online faculty and students. A Librarian is serving on an online student services committee which continues developing enhanced and seamless services for these students.

USM Libraries/ITMS has actively sought out partnerships. Our model of relationship-building and collaboration has resulted in strong collaborations with CTEL and DoIT, resulting in classroom and technology improvements, computer upgrades, updated student environments, and expansion of instructional technologies. The Osher Map Library has established a partnership with a commercial company, Historic Map Works Inc., to digitize the map library's rare collections and make them available online and for curricular support. There are plans for other collections to be digitized in the future.

Special Collections has grown considerably with several significant additions to the LGBT collection. The Jean Byers Sampson Center for Diversity in Maine is noted for its annual Jean Byers Sampson Center Catalyst for Change Award that highlights the diversity work of individuals state-wide. The Faculty Scholar program for Special Collections has lapsed since faculty scholars have not been replaced due to budget reductions. The Franco-American Collection remains in cramped space at the Lewiston-Auburn Campus. The recently hired Coordinator will promote a shared vision to assist the Franco-American Collection Board to address the restriction of space and funding.

The challenges posed by the fundamental reconfigurations of libraries and technology driven change have been exacerbated by budgetary issues, including ongoing rising subscription costs for journals and databases. USM responded to NEASC's concerns in the 2000 accreditation regarding library financial support by including, in the *Transforming USM 2004-2009* initiative, the intent to increase library base-funding by $50,000/year for each of three years starting FY 05. These new allocations could only be made sporadically and in some years had to be withdrawn due to rescissions. In FY 2008, $150,000 was added to the library base budget, but $250,000 was subsequently deducted to meet mid-year budget rescissions. USM was able, however, to insulate the Libraries from further budget and staff reductions in FY 10 by restoring funding to previous levels, thus allowing for some new investments such as JSTOR and computer replacements. FY 11 has seen a modest reduction in base budget, offset by a significant one-time allocation of capital investment for computers and classroom technology.

Hiring freezes and budget rescissions have reduced library staff by 7 FTE since FY 06. Supporting three libraries on three campuses stretches resources. The Libraries have responded to the cuts creatively by adapting organizational and staffing structures to maintain services (as evidenced in the complexity of the organizational chart. Both OML and Special Collections have concerns about staffing levels. Furthermore, digital initiatives and the virtual library require different and specialized staffing. However, a commitment to staff development has been maintained with financial support provided for in-state and regional conferences, seminars and webinars.

USM Libraries will continue to transform its spaces, services and collections. The following areas are specific, ongoing, and necessary steps to adapt to the changing academic and technological environments that our users want and need. Thus, the Libraries will transition to digital collections while managing legacy collections cooperatively, emphasizing digital "access" over "ownership", and increasing

focus on the digital library. The University Librarian, working with the University of Maine System Library Directors' Council, will implement a cooperative collection development policy. USM Libraries staff will continue to transform the libraries' physical spaces. This includes upgrading furnishings and technology, as well as implementing Commons concepts whenever appropriate to meet the changing needs of students and faculty. As the physical footprint of collections decline, USM Libraries will re-invent its spaces as Commons areas and as the center of teaching and learning on campus.

**PROJECTIONS**

- USM Libraries staff will refine the mission and vision statements as USM's mission and vision become more focused by FY 12. This will include: the development of an active planning process featuring the undertaking of the LibQual Lite survey in 2012 and student forums for feedback, the Library Liaison Program fostering uniformity and pro-activity in outreach to departments, and strengthening the provision of services to students at a distance and online.
- The University Librarian will develop and maintain a three-year staffing and organizational strategy for University Libraries and ITMS, and will support staff development, professional education and learning opportunities whenever appropriate.
- The Libraries' Head of Reference and Information Literacy Program, in conjunction with librarians and faculty, will continue to develop information literacy Faculty Toolbox, with online tutorials and other resources, and will offer the one-credit literacy class in blended and online formats.
- The Information Literacy Council will develop a promotion and outreach program by working with faculty liaisons, to increase faculty awareness of information literacy programs. The effectiveness of these initiatives will be assessed through 2012.
- The Director of the Sampson Center, the University Librarian and the Sampson Center Board will develop strategies to restore at least on faculty scholar to the Sampson Center by FY 12.
- The Libraries will develop an organized and intentional assessment process for its programs and services by FY12.

## OTHER INFORMATIONAL AND TECHNOLOGICAL RESOURCES

**DESCRIPTION**

The pedagogic opportunities available with new technologies are exemplified by the successes of the Center for Technology Enhanced Learning (CTEL), the transformation of Instructional Technology & Media Services (ITMS), and the support systems offered by the Division of Information Technology (DoIT), working in partnership with USM Libraries.

The USM Strategic Plan clearly states that online programs, replacing instructional television (ITV), are a major initiative in the next few years. CTEL is the unit founded in 2006 to serve as a support service for incorporating technology into teaching, learning, and online education. It is a nexus for discussion and coordination for those in various departments who support instructional technologies. CTEL succeeds through collaboration, including staffing, between University Outreach and USM Libraries, with partnership support from DoIT. It also supports the use of innovative technologies in the classroom. CTEL currently emphasizes support for faculty and department efforts to develop high-quality online and blended programs, and emphasizes programs that attract new audiences to USM. It offers a

series of workshops, seminars, and the annual Teaching with Technology Showcase, to promote instruction with digital technologies. Many of these are concerned with how to best use software such as Blackboard, Elluminate, and Camtasia. In 2008, CTEL received a $100,000 grant from the Sloan Foundation to help USM develop six blended programs. An online course fee of $25/per online or blended course hour supports its growth and enables investments in course development, new technologies, technical support, training/development, and staffing.

ITMS provides, supports, and maintains instructional technology and audiovisual equipment in classrooms, auditoriums, and other meeting locations. It supports USM courses, special events and conferences. ITMS merged with USM Libraries in 2005. They jointly manage USM's non-print and video collection of some 4,000 titles. With six staff and a large number of student employees, ITMS has offices on the Portland and Gorham campuses and supports classes and events throughout the day and evening, six days a week. ITMS at Lewiston-Auburn is provided by staff and services in the LAC Commons.

DoIT coordinates USM's digital infrastructure (see Standard 8). From an informational services point of view, DoIT operates three student computer labs. The computer labs at Gorham and Lewiston-Auburn campuses have been incorporated into Information Commons, and are jointly staffed by Library and DoIT staff. The Portland Campus still maintains a dedicated computer lab. Student staff offer assistance in the use of basic computer programs and with troubleshooting. DoIT supports eight dedicated computer classrooms with approximately 190 seats plus teaching stations. In addition there are several departmentally dedicated and run labs that serve specific needs, such as the GIS Lab on the Gorham Campus or the new Imaging Center in the Osher Map Library. DoIT also runs the USM Helpdesk, which offers computer assistance at a single telephone number or via email for many IT issues on campus. Staffed largely by students with 3 FTE professional staff supervising first level support, the Helpdesk makes referrals for second tier support to other staff. Training for students and faculty are supported in the Information Commons along with the DoIT Helpdesk and one-on-one interactions with Reference Librarians.

**APPRAISAL**

CTEL is an amazing success story, showing rapid growth in online courses and steadily increasing enrollments. Over the past four years, the number of online and blended courses has increased from 54 (FY06) to 429 (estimate for FY10), almost 700% growth. Enrollments have increased from 1,145 (FY07) to 6,111 (estimate for FY10), 434% growth. This success stems from CTEL's use of national best practices to promote effective and collaborative partnerships across the university. At the recommendation of the faculty-based Technology Enhanced Learning Advisory Council, the widely adopted evaluation rubric, Quality Matters, has been implemented. A strategic plan for the next phase of CTEL, *USM e-Learning Initiative*, was published in Spring 2010.

Concurrent with these strengths is the concern that technical support for faculty and students needs to be expanded and that student services need ongoing development. Use of innovative technologies at USM remains somewhat limited among faculty. Faculty development and assisting faculty with the expectations of Web 2.0 remains a challenge. There is a need to systemize and present a more coherent set of training opportunities for faculty, perhaps coupled with incentives or other forms of encouragement. The creation of a Faculty Development Center or a similar program would be an opportunity to re-envision workshops and other experiences for faculty around pedagogy and using technology for teaching

and learning. Attendance at the four annual Teaching with Technology Showcases has grown to involve approximately 80 faculty and staff in 2009. However, workshops and brown bag lunches usually have only a handful of participants. Finally, another concern is that out-of-state tuition costs limit the ability to market online courses beyond Maine.

In the traditional classroom, steady progress has been made by improving the availability and quality of instructional technology. All buildings have wireless access, almost all regular classrooms have a built-in data projector, and an increasing number provide additional built-in capacity such as computers, DVD players, and sound systems. ITMS received a significant partnership budgetary allocation for the Summer of 2010 to upgrade classroom computers and classroom data projectors. Consistency and standardization *of new classroom equipment has been a significant accomplishment.* Use of ITMS services has grown steadily in each of the last five years, reflecting both faculty interest in using classroom technology and the increase in audiovisual support to conference services, meetings, and special programs. A base level of instructional technology that supports most faculty needs has been achieved, even if some of the equipment and general quality of the classrooms is below expectations. The base level has been exceeded within newly constructed buildings. Further assessment of the quantity and perceived effectiveness of the use of instructional technology is a goal. The Libraries' service ethos is reflected in the ITMS emphasis on service and professionalism.

The student computer labs have up-to-date equipment and, while generally busy, are at capacity only three or four weeks each year. The Computer classrooms have current equipment but are not fully utilized, which may be due to scheduling limitations that do not allow the faculty to have the rooms for every class meeting. The Helpdesk provides a key service, but only within limited hours for a university that teaches evenings, weekends, and online. The University of Maine System does not provide individual HelpDesk support for individuals using the Enterprise Systems of MaineStreet and Blackboard. As a result, USM Helpdesk tries to fill in the void but does so at a level that is less than desired.

Flat or reduced budgets have forced these information resource departments to focus their budgetary allocations on core and essential services. As a result, budget reductions have largely been taken from staffing. DoIT has eliminated 7.5 FTE staff and had its budget decreased by several hundred thousand dollars over the last three years. ITMS staff have been reorganized since joining University Libraries, and the Director of ITMS was not replaced upon retirement. By contrast, in recognition of CTEL's strategic importance, USM has actively dedicated resources to CTEL. In particular, through collaborative efforts between University Libraries and CTEL, 1.5 FTE have been moved from ITMS to CTEL. The necessary adjustments to and reductions in services have also been somewhat mitigated by the centralized University of Maine System IT services, which provides some needed hardware, software, and staff support.

**PROJECTION**

CTEL

- The Director of CTEL will coordinate the implementation of e-Learning at USM by 2012 (the third phase of CTEL).

- In partnership with others, the Director of CTEL will develop opportunities that increase faculty skills and use of a wider range of technologies for teaching and learning both face-to-face and online.

- The Director of CTEL will coordinate the increased provision of services to online students by 2012, such as library, advising, tutoring, and other services.

ITMS

- The AV Manager will implement a three-tier classroom technology plan: 1) basic equipment installed or upgraded in all classrooms; 2) provision of enhanced equipped classrooms; 3) development of "smart classrooms". Financial resources will dictate the timeline for implementing this plan.
- The AV Manager will coordinate with the Director of CTEL to introduce and support new instructional technologies for USM faculty and students, such as lecture capturing.
- The AV Manager will develop a mechanism to assess regularly both faculty needs and the effectiveness of classroom technology.

DoIT

- The Executive Director for Computing Services will use the IT liaison program for Divisions and Departments to share information and to learn about user needs.
- The Executive Director for Computing Services will work to expand Helpdesk hours in order to provide assistance to evening and online students and faculty, as well as to increase support for Blackboard and other widely used course software.

**INSTITUTIONAL EFFECTIVENESS**

The national trends affecting academic libraries will challenge USM Libraries to continuously reassess its services, resources, and facilities.

University Libraries use information technology to plan, administer, and evaluate programs and services. The URSUS system provides extensive reporting capabilities on collections. Database use statistics are regularly reviewed to support renewal/cancellation decisions. The Libraries administered the nationally recognized LibQUAL survey in 2007, along with the other University of Maine System campus libraries. Over 1,650 students and faculty participated in the survey at USM, generating considerable data which has been used for decision-making on collection development, building hours, and study spaces for students. The Libraries regularly receive suggestions via physical and electronic suggestion boxes.

The Faculty Senate Library Committee (FSLC) has become dormant the last few semesters and has not met. It is the Libraries' hope that it will be re-activated as a forum for library feedback. ITMS conducts occasional surveys at the end of the semester to assess user feedback and satisfaction related to classroom services. University Libraries recently completed a web survey regarding satisfaction and use of the library website, receiving over 950 responses. The Libraries will continue to use web surveys of its users as an ongoing service assessment tool.

The challenge is in turning information and data into assessment and actions. USM will be hiring a Director of Institutional Research and Assessment with the goal of creating an Office of Institutional Research. Working with the Director of IR, the Libraries and other information resource areas will continue to improve assessment and data collection strategies.

# Standard 8: Physical and Technological Resources

**The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.**

## OVERVIEW

Transforming USM: 2004-2009 identifies Five Essential Levers of Change necessary to propel USM to *"Regional Excellence, National Recognition."* "Upgrade and Expand Facilities" is one of the levers; it has seven action statements which serve as long-term, developmental roadmaps to address the strategic needs of University infrastructure. Although most action projects of this lever remain works in progress, the University continues to upgrade its technological resources and has added several new buildings to its physical capacity to better serve students, faculty and the community. Despite successful implementation of creative funding streams to finance new construction, the University is falling further behind in its effort to maintain modern, comfortable classrooms, laboratories, and offices. Facilities staff do their best to ensure comfort and safety. A long range Master Plan for all three campuses, which is aligned with the newly developed strategic and academic plans is presently in development and will provide the University with a more proactive planning strategy. It will address the significant backlog of deferred maintenance and provide informed criteria for continued expansion of its physical resources by providing specific assessment benchmarks.

## DESCRIPTION

A. Facilities: The University has three physical campuses; Portland (the urban campus), Gorham (the residential campus) and Lewiston-Auburn (the small liberal arts campus). The University owns two properties not located on any of the campuses – the Stone House in Freeport, Maine and 68 High Street in Portland. The Stone House is a rural property used mainly for retreats and conferences; 68 High Street is currently for sale. Additionally, the University leases three spaces immediately off campus in Portland for auxiliary purposes. It also leases space for operations directly related to the research arm of the Muskie School of Public Service in Portland and Augusta, Maine.

The buildings at USM vary greatly in size, style, function and condition. The University's physical resources are comprised of 89 serviceable buildings (including the 4 leased spaces). All totaled there is 1,860,000 square feet of assignable space in all locations.

Since the last NEASC review in 2000 USM has hired Robert Bertram as Executive Director of Facilities and substantially increased and improved its physical resources. There have been ten significant new facilities constructed as well as sixteen major renovation projects and one off campus property, Portland Hall was sold. The five most recent facilities earned LEED certification. Further description of new buildings and major renovation projects during the past 10 years is listed in Data First Forms for Standard 8.

At USM, the Facilities Department oversees the maintenance, repair, and custodial care of buildings listed under E&G budget as well as some of the auxiliary buildings. Additionally, the Department of Residential Life and Education, with support and expertise from Facilities, provides custodial care and maintenance "triage" function for the student residential buildings. Both units coordinate and keep an ongoing assessment of maintenance plans for execution as funding permits.

**Classrooms**
45 in Portland, 23 in Gorham, and 16 in Lewiston Auburn

**Labs**
94 in Portland, 92 in Gorham, and 17 in Lewiston-Auburn (includes research & teaching labs, rehearsal rooms, art studios and computer labs)

B. Classrooms: The University has 120,000 square feet of space in the 84 classrooms that are regularly available for use. Additionally there are 142,000 square feet assigned to 203 laboratories.

The vast majority of classes are scheduled during either Monday/ Wednesday or Tuesday/Thursday blocks. Fridays have traditionally been reserved for research, service, and meetings and as such many fewer classes scheduled that day. As a result classrooms are utilized heavily on Monday through Thursdays (Portland utilization is 84-92% between 10am and 4pm, Gorham is 70-73% and Lewiston-Auburn is 60-80%). On Fridays the classroom utilization in Portland averages 25%, in Gorham it averages less than 20% and in Lewiston-Auburn a maximum of 10%. During evenings and weekends the percentages of classroom use on all campuses is significantly lower than the Friday numbers (Room usage 2006-2008 and 2007-2010). In addition to these designated classrooms, there are several spaces that can become available for general academic classrooms when they are not scheduled for primary designated purposes (e.g. Law Building, Wishcamper Center, Presidential Dining Room, Faculty Dining Room, and Hastings Formal Lounge).

The Instructional Technology and Media Services Department (ITMS) have installed data projectors, computers, amplifiers and DVD/VCR players permanently in many rooms on the three campuses (44 rooms in Portland, 17 in Gorham and 7 in Lewiston Auburn.) These include some dedicated classrooms as well as several of the occasionally available rooms mentioned above. See also Standards 4, 5, 6 and 7, for a discussion on the use of technology by students and in teaching.

| LOCATION | STATIONS |
|---|---|
| 202 Luther Bonney | 31 |
| 203 Luther Bonney | 31 |
| 223 Glickman | 6 |
| 518 Glickman | 31 |
| 219 Bailey | 31 |
| 405 Bailey | 31 |
| LAC Library | 6 |
| 116 LAC | 30 |
| **TOTAL** | 197 |

Video conferencing rooms are available on all campuses for meetings and classes. The Division of Information and Technology (DoIT) operates one each on the Portland and Gorham campuses for use in multi-campus meetings. Additionally, the University of Maine System manages a room on each of the three campuses. There are also video conference rooms "owned" by various units (i.e. Lewiston-Auburn College and the Muskie School as well as the Continuing Education and Conferences operation that have two spaces in the Abromson Center).

C. Technological Resources: All buildings and classrooms have internet connections with fiber connections to all buildings on all three campuses. However, connection to individual rooms in these buildings depends upon the age of the equipment and wiring. At a minimum, each individual space has a 10MiB connection. As construction projects and renovations proceed the wiring is being upgraded to accommodate 100MiB connections and, in some very limited areas, gigabit connectivity. Every classroom has at least one wired Ethernet port. Additionally, all academic, administrative and common residential areas have wireless network connectivity.

There are a total of eight dedicated computer classrooms on the three campuses (4 in Portland, 2 in Gorham and 2 in Lewiston Auburn). In general, classes are not scheduled for the whole semester in these classrooms. The demand for these spaces is such that many who desire to use the resource must share them. In spite of, or perhaps because of, this limitation the demand is not as high as one might expect. There are many times when these rooms are empty (Current computer usage, Spring 2007- Summer 2009, Fall 2009- Present). The table to the right provides the distribution of the computer stations across USM.

In addition to the computer classrooms there are 4 computer labs available for community use (144 Luther Bonney with 112 stations, Glickman InfoCommons with 53 stations, the Commons@Gorham 45 stations, and the Commons@Lewiston-Auburn with 34 stations). For several academic programs there are dedicated college or department classrooms and labs (e.g. Law, Nursing, GIS, and Engineering). There are also pubicly accessible computers in various student locations such as Woodbury Campus Center, Costello Sports Complex and throughout each of the libraries.

The University, through the DoIT, has in place several operational procedures and policies to ensure the reliability of systems. Important systems are identified and hosted on redundant hardware where needed and backup procedures are in place for disaster recovery with offsite storage. The University (both USM and the University of Maine System) has in place numerous policies to protect the integrity and security of data. Security is covered under policies for, but not limited to, HIPPA, FERPA, GLB, and PCI.

D. Accessibility: USM is committed to removing physical barriers which preempt the full participation of individuals with disabilities in the culture and life of the University. The Facilities Management Department and the Department of Residential Life and Education, along with the campus ADA Coordinator and the Director of Support for Students with Disabilities continuously work and collaborate to identify and correct deficiencies. Specifically, within classrooms and computer labs, there are appropriate adaptive technologies available for students with vision and hearing needs.

This active collaboration has made our primary academic and residential buildings accessible for our students who have disabilities. The reader should also refer to the information under the sections for Standards 4 through 7, infra, to learn how other direct support to students with disabilities is provided throughout their academic experience.

**APPRAISAL**

The University of Southern Maine is restructuring in response to current economic and education demands. Included in this restructuring was an evaluation of Facilities Management by the Association of Higher Education Facilities Officers that made several recommendations on restructuring the facilities organization as well as changes in operating procedures. One of the goals of the restructuring process is

to deploy USM's physical plant in support of the University's mission. Through the Strategic Planning process university personnel are completing current planning regarding oversight of physical resources (including space planning, determining adequacy of existing physical and technological resources, accessibility for the disabled, and determination of physical resource planning and evaluation) in such a way as to be aligned with USM's mission and purpose. During this transition period decisions involving physical resources will be dealt with by the Executive Director for Facilities, thus enabling USM to better manage spaces, inventory who occupies them, and track what work is being done to modify the same.

A. Facilities: There has been welcomed new construction and renovation on the campuses since the last NEASC visit in 2000. These projects have been mainly directed towards student services, student life, community outreach and lifelong learning programs. All projects are important to building and maintaining the campus community but a very small percentage of these new facilities are dedicated to general classrooms for undergraduate and graduate education. There still remains a need for additional classroom spaces. This construction and renovation did not retire older facilities but added to our building inventory. Although there have been selective renovations and upgrades to existing classrooms and laboratories on the Portland and Gorham campuses, these laudable efforts do not compensate for aging and outdated classrooms of the University's older general classroom buildings: Luther-Bonney Hall, Payson-Smith Hall, Science Building, and Bailey Hall. While there are pressing needs for updating, the majority of users deem the daily maintenance of these buildings adequate and remain safe and secure for all users.

New construction on the University of Southern Maine Campuses is currently projected at zero and is not expected to change for several years – unless private money is raised for this purpose. The funding for renovation, maintenance and equipment for 2009 – 2010 was budgeted at approximately one-million, a more than a 50% decline from $2.8 million expended in the previous fiscal year. Although there are no new construction or major renovations on the schedule for the near future, USM is still planning ahead for better fiscal times. There is private funding for a RFP for planning and design of a consolidated Performance Arts center on the Gorham campus and a "creative grant funding" model is being pursued for fitting out the remaining floors of the Science Building. In addition, USM is undergoing a phased Utility and Master Planning exercise for both the Portland and Gorham campuses.

The Campus Environmental Safety and Health Office is responsible for safety inspections, maintenance of fire exit lights, fire extinguishers, proper disposal of hazardous wastes, ergonomic evaluations of workstations, training of employees on safety and health issues, maintaining University compliance with health and safety codes and responding to employee and public concerns about campus environmental conditions. Staff members conduct inspections of all university buildings and laboratories on a regular basis per state guidelines and code requirements. In addition, this staff provides annual training for university personnel. In terms of safety and accessibility the buildings both new and old are adequate and meet code requirements. Building upgrades are performed when necessary to meet legal mandates and, as funding is available.

Safety, security and the health of building occupants are occasionally impacted by power outages. A back up energy source is needed for critical operations on all three campuses but, due to the residential component, it is most critical for the Gorham site.

The fact that these facilities are being maintained daily does not excuse or hide the dire need

certain buildings have for significant deferred maintenance to correct problems or to update them to current standards; there is a several decades long history of a shortage of resources to accomplish such projects. Because of historic annual legislative funding patterns, the only ways to acquire the resources to repair these building are to either redirect existing limited resources from the educational enterprise or to ask the voters approve a bond issue. A significant redirection of funds has not been viewed as a viable option and bonding is a political process with intense negotiations at many levels before the proposals are put forward. As a result, these and other projects have not been adequately addressed. The Department of Facilities Management maintains a growing and detailed database of deferred maintenance projects to be accomplished when resources become available.

The many references to limited resources and the lack of adequate funding throughout this document seem in contrast to the number of new buildings constructed in the past 10 years. The reason for this dissonance arises from the way these projects were funded. None of them were directly funded by legislative allocations. Instead, there were four different methods employed to acquire funds: capital fund raising; grants; earmarks; and bonds (state or revenue). Without these efforts outside of the state budgeting process, none of these facilities would have been constructed.

B. Classrooms: With the majority of classrooms in older buildings, there is continuous concern about whether students are being offered the best environment for their learning. The assumption has been that, in general, most spaces are adequate. This was held to be the case in a Fall 2009 Classroom and Facilities report from the Deans. To provide the Standard 8 NEASC Committee with updated information, it requested that classrooms adequacy be ascertained via a survey from their perspective. The survey also asked faculty to comment on spaces to find out what was working and where there were needs. The report confirmed the assumptions of adequacy, but also pointed out several problems areas: noisy and ineffective heating and ventilation systems, windows and roofs that leak, a lack of adequate storage spaces for laboratories, and the need for additional music practice rooms. The need for additional classrooms will not be solved by new construction in the near future, especially if construction funding remains dependent upon traditional State Appropriations.

There have also been needs expressed by faculty to increase the number and sizes of computer classrooms. Currently it is not possible to reserve or schedule one of these rooms for a full semester and high demand requires that they be shared with others. As a result faculty adjust teaching methods to accommodate this restriction. Interestingly, these accommodations have left times when these spaces go unused (Current computer usage, Spring 2007- Summer 2009, Fall 2009- Present). An easy way to meet this expressed need is to create new rooms. But better planning and coordination also need to be applied as a solution. These rooms are costly and the resources are not there now nor are they expected in the near future. In an attempt to utilize this resource more efficiently and to make scheduling easier for faculty, conversations have begun with the Registrar's scheduling office to consider whether they would assume responsibility for scheduling the computer classrooms to avoid unnecessary bureaucratic confusion and provide one stop service.

There are also requests for video conference rooms that can accommodate more than 10 to 12 people allowing certain face to face courses to be offered simultaneously at a distance. This is a problem more of available rooms of the appropriate size and less a technological one – although additional video conference rooms could be placed in use on all campuses. As noted above, there are numerous smaller rooms on all campuses but there is a lack of coordination in being able to identify locations and

scheduling them because they are "owned" by diverse units of the University and System. As a result, many potential users either give up or do not try to use these rooms.

C. Technological Resources: The underlying technology infrastructure meets the needs of the University of Southern Maine. There are backup procedures and redundancies in place for disaster recovery and offsite storage. Aside from scheduled maintenance outages, the systems are available for more than 97% of the time. This number could be higher but for weather related power outages. There is a need for backup power to support the most critical these resources during outages but, there are no generators available for this purpose.

The computing resources provided for student use in the computer labs and computer classrooms meet the needs, in terms of numbers, of the community (Current computer usage, Spring 2007- Summer 2009, Fall 2009- Present). Not only are the numbers adequate but there is a regular program of replacement of computing equipment in these areas – typically every three to four years. The same program is in effect for all staff and faculty computing equipment. But, the current fiscal climate is making it difficult for all areas to be in 100% compliance.

The University has in place a program to regularly refresh or replace all computing equipment every three or four years. Part and parcel to this program is a recycling agreement with the vendor that removes unsupported equipment from the campuses. The benefits of the program are to enforce uniform standards, keep the community at the same technology level, to reduce energy usage and to remove older equipment which is treated as hazardous materials. The equipment purchased for computer stations, labs, classrooms and data centers, where programmatically possible and where standards exist, conform to EPA Energy Star program and the IEEE standard for Environmental Assessment of Personal Computer Products.

The DoIT computing staff, while significantly smaller than comparable institutions, keeps the systems up and running. They accomplish this by having assigned on-call night and weekend times wherein staff members have specific response time requirements to diagnose and repair, if necessary, within certain parameters.

Security of data and information is of high importance for the University and System. Several policies are in place to address this important issue. In addition, upon the beginning of employment employees are educated about the importance of keeping certain personal data confidential. There are campus policies on confidentiality and use of student information which amplify the System's Information Security Policy. Finally, there are policies relating to HIPPA, GLB and PCI which will be more thoroughly covered in other standards. At the moment there is only one way to judge the effectiveness of these policies and procedures – whether there has been a breach. To date, there have not been any known major breaches of security relating to confidential information.

D. Accessibility: USM does a good job in meeting the facility and technological needs of students with disabilities. This has to be characterized as a "just in time" process. The reason for this is that we are not aware of potential needs until a student presents their need to the Office of Support for Students with Disabilities (OSSD) for evaluation. Nevertheless, there are certain common resources and accommodations we provide 100% of the time. Among these are making buildings and classrooms accessible to all, and providing technology in computer labs and libraries for those with sight and hearing challenges. An area of concern is the lack of accessibility to many of the "White Houses" on the Portland

campus, which serve as faculty offices for several University departments.

OSSD is responsible for determining if there is a need for assistive technologies and for making sure the students are aware of it. It has been the responsibility of DoIT to actually identify the technology and provide the training for the students. This has been a challenge for all. In 2008 during budget reductions, the DoIT staff position assigned to assist with this task was eliminated placing the responsibility solely on the remaining members of the computer lab staff. This is working but just barely. Any significant increase in students with disabilities would severely challenge USM's ability to meet their adaptive technology needs. In addition, a thorough review of the information provided in Standards 5 through 7, infra, is needed to see how OSSD, and USM as a whole, provides services and support to students with disabilities.

**PROJECTIONS**

A: Facilities: A bond issue before the Maine voters in June 2010 passed. This provides USM about $1.7M in funds to improve facilities in the areas of energy conservation and utilities improvements, with a focus on projects that will serve to lower operating costs. In addition to these projects, there are a limited number of deferred maintenance projects to be targeted annually to address high priority needs.

Through the signing of the American College and University President's Climate Commitment, USM has accepted responsibility for, ensuring that we continue to make alterations, renovations and enhancements in such a way as to address sustainability and conservation. Ironically, despite efforts to conserve energy, there are issues with frequent power outages. USM should purchase (as funds become available) two back up portable generators for Gorham, one for Portland and one for LAC. These generators would be for use during power outages in areas relating to health, safety and critical business operations.

USM continues to explore opportunities for enhancing its use of technology for security purposes. Two such examples are (1) to increase the use of electronic door access controls and (2) to expand its use of security cameras. In addition, USM will continue to extend the percentage of campus facilities that are handicapped accessible. There is a recommendation from Office of Support for Students with Disabilities (OSSD) to develop a construction check list regarding accessibility issues and to invite a member of the OSSD staff to be on the various construction committees in a consultative basis.

B. Classrooms: In the short term, we do not foresee any major enhancement or modification of classrooms and laboratories. However, planning is continuing for the improvement of these facilities as resources become available.

Video conferencing needs be put to better use for teaching to more than one campus at the same time. This would eliminate travel time for some students and make for more efficient scheduling of classes. A procedure needs to be developed to eliminate the obstructions caused by various "owners" of the equipment so only a single location needs to be contacted for scheduling. Similarly, the same strategy needs to be followed for the use of Computer Classrooms. As funds become available the number of USM, centrally managed and scheduled, video conferencing rooms should be increased.

ITMS is planning for improving teaching technology within classrooms. It has a vision of putting in place a 3-tiered system for upgrading the teaching spaces at USM over the next 1 to 3 years. Level

One: All teaching spaces on all three campuses will be equipped with ceiling-mounted data projectors. Level Two: Selected teaching spaces on all three campuses shall be equipped with ceiling-mounted data projectors and built-in equipment: amplifiers, computers, DVD/VCR combo units, document cameras. Level Three: Strategically placed teaching spaces on all three campuses will become Smart Classrooms and would be equipped with the technology mentioned above plus additional state-of-the-art instructional technology such as lecture capturing capabilities, video conferencing, and other instructional applications.

Once the classrooms are at the different levels, a plan would be instituted for updating equipment in the classrooms on a regular rotational basis, replacing computers with the newest models. ITMS recognizes that both DoIT and Facilities Management must be proactive partners in the endeavor to create an appropriate teaching environment at USM. ITMS understands that their vision of improving the teaching facilities at USM depends upon funding which at this time is non-existent. They must be creative in finding funding partners, such as the Center for Technology-Enhanced Learning and the DoIT, to collaborate with in order to create an appropriate teaching environment at the University of Southern Maine.

C. Technological Resources: DoIT continues to plan for network and building wiring upgrades. These are being accomplished as resources become available. There is a need to bring all facilities on the three campuses up to the same infrastructure standards. Several large buildings have wiring dating from 1989 which needs to be addressed. To bring all areas up to current standards requires identifying and acquiring approximately $1,000,000 (this includes wiring, switches and routers).

The USM data center is currently housed in Luther Bonney a retrofitted location. There are plans to consolidate the USM data center with the UMS data center in the Science Building when the renovations of that space are complete. This would bring significant energy savings to USM as well as providing a more secure facility for our 90+ instances of servers. If this does not come to fruition, USM will then need to acquire a generator to power the USM Data center through the somewhat frequent power outages we experience annually.

D. Accessibility: USM must extend the percentage of campus facilities that are handicapped accessible. The creation of a process for addressing physical resource planning that ensures a university wide representation is essential. There is a recommendation from Office of Support for Students with Disabilities (OSSD) to develop a construction check list regarding accessibility issues and to invite a member of the OSSD staff to be on the various construction committees in a consultative basis. This would be an on-going (vehicle/process) for receiving information regarding needs and solutions regarding physical resource planning.

USM should also reinstate the Information Technology position that assisted the OSSD in providing technology solutions for students with disabilities. There needs to be an even closer link between OSSD and DoIT in regards to assistive technology. At present there is a separation of knowledge and responsibilities. OSSD is responsible for determining the validity the claim of a disability and DoIT has the responsibility of identifying the assistive technology and training the students in its use. This sharp disassociation of responsibilities can make for confusion for students in need. While the DoIT staff need to understand the disabilities students have and how the technology assists the students, the OSSD needs professional development to keep up-to-date on typical technologies that meet the needs of students with disabilities as well as how to use them to assist with the training of students. Together both operations can

better provide services to our students.

Refer also to Standard 4, the Academic Program, and Standard 6, Students and Services in this document. Both are very important and intertwined in the need to provide assistance and support to students with disabilities.

**INSTITUTIONAL EFFECTIVENESS**

Facilities and infrastructure was one of the Essential Levers of Change in the document Transforming USM: 2004-2009 *"Regional Excellence, National Recognition."* It is also one of the eight pillars of "Preparing USM for the Future, 2009 – 2014" – the new USM Strategic Plan. There is a Strategic Planning Implementation Committee (Task Force 8) that is monitoring the process of meeting action steps and goals related to this pillar. This process begins with, a Utility Master Plan and then a Master Planning process, for all three campuses, which will integrate with the Strategic Plan. Additionally, USM has for many years had staff with specific assignments related to the support and maintenance of our capital infrastructure. Positions related to the Health and Safety of the community, meeting the needs of students with disabilities, and a Project Coordinator for sustainability are examples of the commitment to the continuous vigilance and importance placed on keeping, what is the foundation (both figuratively and metaphorically), of a sound University.

# Standard 9: Financial Resources

**The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.**

*"We have an opportunity to transform this university. The possibility of remaking a university comes along, perhaps, once in three generations. And this possibility is here, now, right before us. Sure, the budget situation is driving us to be increasingly strategic, focused, mission-driven, and frugal. But it also delivers to us the rare opportunity to build a university around a realistic core of excellence...that will fix us in the public higher education firmament and the imagination of the broader public."*

-President Selma Botman, Staff Opening Breakfast Remarks, August 28, 2009

## OVERVIEW

The University of Southern Maine is in the midst of a substantial transformation, undertaken to permit the institution to effectively meet the financial challenges facing most of higher education and to position itself to attain the vision, mission, values, and academic identity articulated in the Preparing USM for the Future, 2009-2014 strategic plan. The challenges are, frankly, unheralded as the strategic plan so aptly recognizes in stating that, "public higher education in Maine faces a significant, sustained fiscal challenge during what is projected to be a long period of reduced tax revenues and investment income." Accordingly, USM is striving to design and implement a sound financial model that will "ensure the university's financial sustainability."

Several factors impacted USM's financial situation thereby necessitating an approach which would be more effective in addressing the challenges faced by institution. Those factors included the global financial situation, decreasing state appropriations and increasing tuition dependence, financial changes instituted by the University of Maine System (UMS), implementation of the PeopleSoft Financial electronic accounting system, and a lack of adequate existing financial processes and controls. Since 2007, the institution has made significant efforts in designing and building a financial model that is more closely woven into the fabric of the institution's overall planning processes and operation. This remains a work-in-progress.

## DESCRIPTION

Although each university in the System has its own financial staff, the System's Office of Finance and Accounting directs overall treasury operations, internal audit functions, policy development, budgeting, and consolidated internal and external financial reporting. Budget processes at the University of Southern Maine are guided by policies and practices of the seven-campus University of Maine System. These include budget timetables, standardized forms and procedures, system-wide assumptions for all campuses (compensation increases, fringe benefit rates, state appropriation allotment, and maximum recommended tuition increase), budget review, and oversight. Specific financial policies and practices are guided by a series of Administrative Practice Letters (APL) developed by the System that cover a range of topics including accounting, asset management, finance, general administration, gifts/

investments, information technology, procurement, sponsored programs, and student financials. The APL's are supplemented by guidelines posted to the USM website in a variety of locations (Finance and Administration, Business Services, Human Resources).

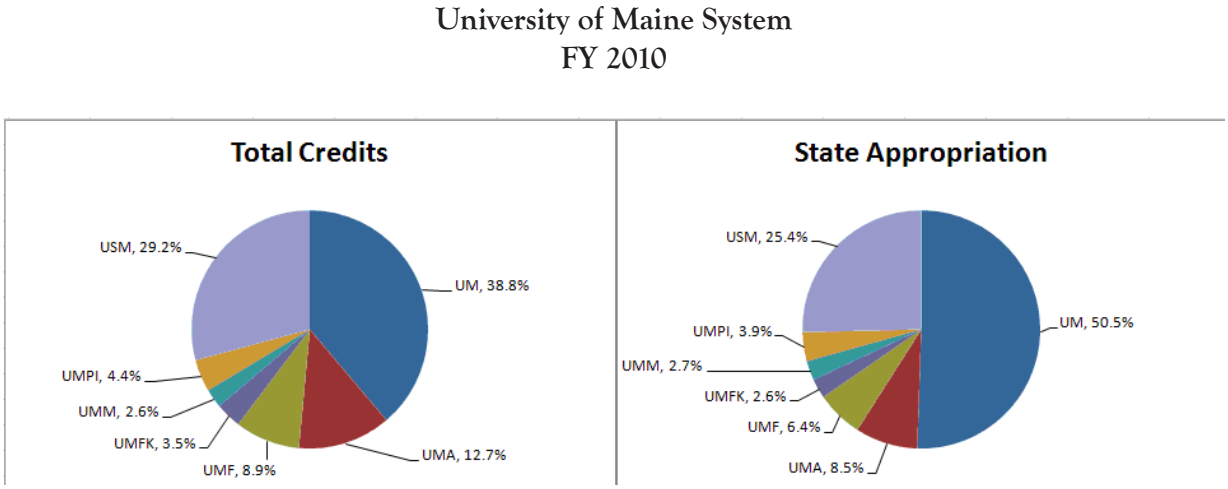



**Figure 1. University of Maine System percent FTE credit hour generation and appropriations for FY 2010.**

USM's portion of the seven-campus system annual credit hour generation for the 2010 fiscal year (FY 2010) was 29.2% and its portion of the state appropriation funds distributed to the individual campuses was 25.4%.

As mentioned in the 2006 Fifth-Year Interim Report, tuition plays a dominant role in USM's total budget and the institution is increasingly becoming tuition-driven. Additional sources of revenue generation derive from external grants and contracts, gifts, endowment earnings, donations, and auxiliary enterprises. USM's auxiliary operations (residence life, bookstores, parking, etc.) are all self-supporting, but do provide some funds to support Education and General (E&G) budget operations, and regularly end the fiscal year with a surplus.

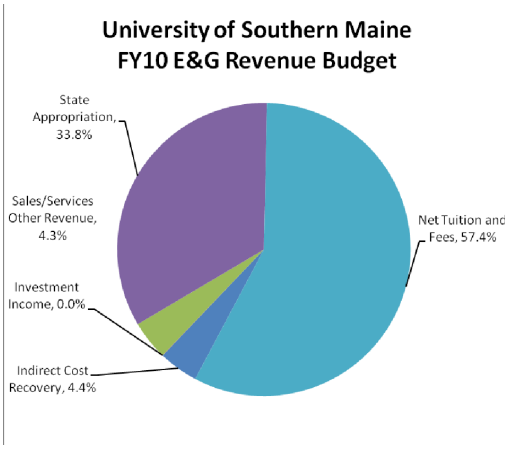



**Figure 2. Percent distribution of University of Southern Maine FY 2010 E&G Revenue Budget.**

The budgeting process first establishes base revenue budgets and then uses existing allocations as a starting point in defining expense budgets. During this process, the campus also allocates funds to support expanded academic programs, new initiatives, salary and wage increases bargained with represented groups and granted to non-represented employees, fringe benefits increases, inflation, building maintenance, increased energy expenses, debt service, and increased financial aid to provide needy and qualified students with funds to mitigate the effect of tuition increases. Vice-presidents, deans, and directors have input into the process and are responsible for identifying adjustments necessary to achieve a balanced budget that is responsive to the University mission and allocates funds to appropriately support academic purposes and programs.

USM's annual budget process begins in the fall with the development of revenue projections. In the FY 2010 net tuition and fees accounted for 57.4% of the $118,653,705 in E&G revenues.

Enrollments are projected in credit hours and are based upon relevant information such as trends, impact of marketing, outreach opportunities, demographic changes, in- and out-of-state NEBHE (New England Board of Higher Education) ratios, and tuition waiver expenses. This evaluation necessitates a review of the assessed tuition rates and what would be a reasonable tuition increase, if required, when balanced against projected expenses. Recommended tuition and fee increases for USM are subsequently incorporated in the overall budget submitted to the System for approval, typically at the May meeting of the Board of Trustees.

**Financial Status: 2005 to Present**

In the five years since the Interim Report was submitted, USM has encountered and resolved significant financial difficulties. The first signs of financial difficulties arose in FY 2005. During that year, a $0.5 million deficit occurred as USM and the University of Maine System were converting from a long-used and well understood electronic accounting system to PeopleSoft Financials. USM experienced noteworthy difficulties with the conversion process. Due to the campus and UMS focus on issues related to the implementation of PeopleSoft Financials, little time was spent investigating the FY 2005 deficit and it was generally attributed to transitory financial and operating conditions. Ultimately, the FY 2005 deficit was offset using existing campus reserves.

During FY 2006 and FY 2007, campus units did not have budget information until halfway through the fiscal year. These budgets contained numerous inaccuracies. As a result, a $3.9 million FY 2006 deficit exhausted USM's cash reserves and necessitated a $1.5 million cash advance from the University of Maine System. Pressured to balance the FY 2007 budget and return all cash advanced by the System at the end of FY 2006, USM developed a financial recovery plan during the fall of 2006 that was reviewed at both the campus and system level.

During the spring of 2007, a new USM Chief Financial Officer determined that the financial recovery plan was not working. While a purchasing freeze and other controls were put in place, USM was unable to return the $1.5 million advanced at the end of FY 2006, and ended FY 2007 with a $3.5M deficit.

The University of Maine System and USM disclosed these conditions to the System Board of Trustees in November 2007. This action brought attention to a number of issues with financial management at USM, including oversight by the System and the regularity of financial reporting to the Board of Trustees. In response, the Board engaged the accounting firm PricewaterhouseCoopers (PwC) to help understand how this situation arose and provide guidance to USM on priorities for improving its budgeting and reporting practices. PwC issued a report that the Board of Trustees accepted in March 2008. The report, located in the exhibit area, led to a number of changes at USM with regard to budgeting processes, oversight and control, integration with System financial practices, and creation of a process for providing periodic financial forecasts to the Board of Trustees. Other changes addressed accounting practices, financial reports (including the annual audit), and other matters ranging from financial aid to gifts and capital project management.

Working under the guidance of the System's Chief Financial Officer and Treasurer, USM presented a multi-year financial recovery plan to the Board of Trustees in November 2007. This plan

predicted that USM would end FY 2008 and FY 2009 with operating deficits of $2.6 million and $.6 million, respectively. It also formalized the process the System was following when advancing cash to USM by establishing that transaction as an internal loan.

USM presented a financial update at each subsequent Board of Trustee meeting between November 2007 and September 2008. As a result of improved financial controls, FY 2008 ended with a $0.3M deficit rather than the projected $2.6 million deficit. Building on this success, USM was able to begin repaying the internal loan in FY 2009, a full year earlier than originally predicted, and ended FY 2009 with a surplus of $1.5 million. At the end of FY 2010, USM finished repaying the internal loan, three years earlier than planned and has established a small cash reserve. As this is written, the campus is updating the FY 2011 financial forecast. Preliminary data indicates FY 2011 will also end in the black.

Undertaking a campus-level transformation also means staying responsive to change within the University of Maine System. Beginning in the summer of 2008, the University of Maine System has engaged in multi-year financial planning. Using a common budget planning template and conservative assumptions, the first System plan identified the need to reduce expenditures by $42.8 million over a four year period (FY 2010 – FY 2013), with the University of Southern Maine's portion of the total being $10.3 million. When updated in November 2009, across the University of Maine System was updated and found to be between $50.1 and $59.7 million over a four-year period beginning in 2011 (FY 2011 – FY 2014). The University of Southern Maine's portion of the reduction was projected to be in the range $12.3 to $15.2 million. The campus and system updated and extended the period of projection to five-years (FY 2012 – FY 2016) in November 2010. The University of Maine System estimated the shortfall as $42.5 million with USM accounting for $4.6 million of this total. The full report is available on the USM website at http://usm.maine.edu/finance/.

In response to the financial challenges identified in the multi-year financial plan and with the endorsement of the Board of Trustees, UMS Chancellor Richard Pattenaude appointed a "New Challenges, New Directions" task force in January 2009 to review and recommend operational and structural changes to Maine's state university system. The task force study along with two additional ad hoc committee reports were accepted by the University of Maine System in November 2009 as the Final Report and Implementation Plan of the New Challenges, New Directions Initiative. Included in the report was a work plan establishing priorities, milestones, and timeframes for action items as well as a description of the process.

Concurrent with the system-level planning, the University of Southern Maine engaged in a strategic planning effort that resulted in the Preparing USM for the Future, 2009-2014 plan. A key aspect of this plan is the goal of "building a sustainable university," an item consistent with the System task force framework for improving the financial situation within the system and addressing the anticipated budget reductions. The plan recognizes the important role of institutional advancement in the fiscal health of the university. It clearly states the need to, "set ambitious goals for a revitalized Office of Advancement" and "connecting the university's academic priorities and student needs with funders and individual donors who are committed to USM's vision of change and innovation in public higher education in Maine and northern New England."

**APPRAISAL**

Both New Challenges, New Directions and Preparing USM for the Future, 2009-2014 explicitly note the importance of identifying efficiencies and developing new revenue sources. A greater emphasis

has been placed on reviewing existing and proposed new programs and activities in terms of their financial sustainability and potential for revenue enhancement. Such scrutiny is imperative; given the financial problems at the University of Southern Maine predate those commonly attributed to the world-wide deterioration of economic conditions that began in the summer of 2008. Admittedly, USM did end the fiscal years FY 2005 through FY 2008 with operating deficits that could not be attributed to the financial recession. In the end, the financial recession served as a catalyst to speed changes necessitated by factors other than solely the recession.

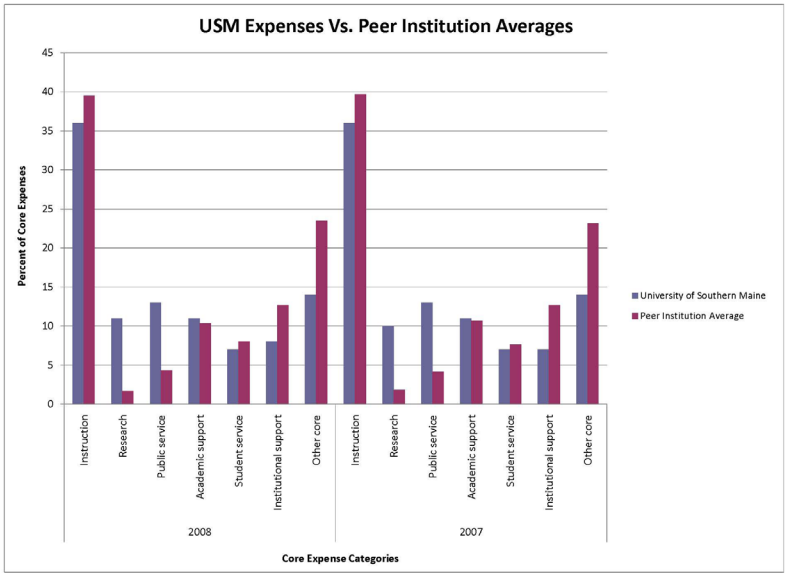



**Figure 3. An IPEDS comparison with peer institutions showing the percent of core expenses in selected categories.**

The university's efforts since 2007 have sought to develop a financial model that can better address existing as well as anticipated financial needs. The university is building an improved financial system based on sound financial management, integrity, participation, and transparency. Fiscal policies and practices are being reviewed, strengthened, standardized and documented. Financial planning has become a more integral part of overall university planning with multiple levels of review.

While there are several key strategies in the current plan that support the goal of achieving financial sustainability, one of the most significant is the need for creating "an institutional culture in which data inform decision making." Financial resource allocation will benefit from strengthening institutional research efforts by creating an office charged with the collecting and warehousing data to better inform leadership. In the fall of 2009, Chief Operations Officer James Shaffer created the Economic Analysis Task Force to begin the process of identifying a data framework for better analyzing costs and assessing approaches to enhancing revenue.

When making budget reductions, USM has stressed that the academic mission is the core of the institution and must be protected. This is evidenced by three major non-academic activities (child care, Lifeline, and the non-credit Center for Real Estate Education) that were eliminated in FY 2009 to prevent the erosion of support for academics. To date, Integrated Postsecondary Education Data System (IPEDS) financial data show that the relative percentage of the budget represented by instruction and academic

support has been maintained or slightly increased as the University has reduced expenditures in other areas. The percentage of core expenses dedicated to instruction and academic support also continue to compare favorably with USM's peer institutions. (Note the high cost of research and public service reflects the much higher volume of research and public service that exists at USM compared to its peer institutions).

There are several specific actions that have recently been taken to improve the overall financial operations of the university:

- Creating the position of director of finance for academic affairs to improve overall financial management.
- A commitment to hire an institutional research officer responsible for the strategic use of institutional data that, working with financial administration, allows for a more informed decision-making process.
- Implementing a year-end and mid-year budget review process that includes face-to-face reviews with vice presidents, deans and the directors of major units. Developing an improved financial reporting process.
- Implementing a position management system that vastly improved the identification and control of personnel costs.
- Realigning budgets substantially to more accurately match budget allocations to spending.

In addition, a more comprehensive financial framework guided by six principles was developed to improve the overall process by which budget decisions are. Specifically, the new framework establishes guidelines that: 1) prioritize the allocation of financial resources, 2) enhance the overall university mission, 3) provide broad participation in identifying and establishing expected outcomes that meet established goals 4) evaluate and track the costs and benefits of initiatives and assure sustainability, 5) create a more open and regular budget reporting process, and 6) define clear lines of responsibility for budget management (see Principles for USM Budget Development and Management).

There is also an effort to rebuild USM's institutional advancement organization to increase fundraising capacity and create a culture of philanthropy. As with other areas of the institution, a key component of that rebuilding effort is to improve the data management and technology used to support fundraising. In 2010 new SunGard Advance software was implemented to convert biographic and gift processing data to a more sophisticated and accessible system that is consistent across the University of Maine System. In 2011, a Prospect Management module will be added that will provide much needed infrastructure for tracking the cultivation, solicitation and stewardship of major gift donors. Staffing changes included hiring a Director of Development, and bringing in a new Director of Advancement and Donor Services. In addition, major work has been done in marketing to evolve the USM brand positioning raising the awareness and profile of USM in the communities we serve, and among the populations of prospective students.

The 2006 Fifth Year Interim Report reaffirmed the continuing financial difficulties being faced by the institution in its efforts to effectively use financial resources while maintaining student access to higher education. In a response to the interim report, USM noted the importance of addressing the evolving strategic plan of the University of Maine System in the face of significant resource constraints. Much of what has occurred in terms of building new financial models at both the system and campus levels

has resulted from that effort. Addressing the issue remains an ongoing effort as evidenced by goals and strategies formulated in both the System's New Challenges, New Directions report and USM's strategic plan.

Beginning with the development of the FY 2008 budget, USM has increased tuition and the amount budgeted for E&G supported financial aid and tuition waivers by a like percentage. Need based financial aid is awarded through the Student Financial Aid Office. Non-need-based financial aid is awarded to attract academically gifted and talented students, encourage diversity, support targeted academic programs, and meet other University goals. It is allocated through a variety of processes, each designed to assure that the students selected best represent those from the eligible applicant pool.

In the spring of 2005 and in 2010, USM and all other System campuses participated in a strategic review with an external consultant of pricing and financial aid for new and continuing students. The 2005 consultant's recommendations were implemented but USM did not achieve the expected outcomes. During FY 2006, USM reengaged the consultant, refined the recommendations, and achieved somewhat better results. USM is now in the process of implementing the recommendations from spring 2010. In the fall of 2009, President Botman established a scholarship committee to review campus policies and procedures. The results of this and changes recommended by the external consultant are being implemented.

Both USM and the University of Maine System are now actively reviewing financial aid policies and practices with the assistance of the Noel-Levitz consulting firm. This is part of the New Challenges, New Directions work plan that included the hiring of external consultants to further examine enrollment, financial aid, and pricing.

**PROJECTION**

The University of Southern Maine has control of its financial resources and will continue to refine its financial management and control practices to assure fiscally sustainability. It will work closely with the University of Maine System in identifying and implementing strategies to enhance revenue, control costs, and effectively manage resources. It will strive to align budgets with the strategic priorities of the institutions. Several of those strategies will be undertaken as part of the System's work plan New Challenges, New Directions Initiative that has several items that relate to the financial resources of both the overall system and the individual campuses.

Legislative action with regard to state appropriation, Board of Trustee policy in terms of tuition and fee rates, and enrollment patterns will each have a significant impact on the course of USM's financial future. The System has requested a 4% state appropriation increase for FY 2012 and FY 2013. If approved, in-state tuition increases will be limited to 3%. With the anticipated increase in operating expenditures exceeding the increases in revenue, USM will continue to be faced with the challenge of increasing enrollment, finding operating efficiencies, and/or making reductions to meet the anticipated structural deficit.

The USM share of the System's state appropriation is not expected to change in the near future. While the *New Challenges, New Directions* task force on structure and governance recommended "the Chancellor should develop and recommend to the Board of Trustees a revised UMS financing model," the final report stated that "given the current state of the economy, it is not an opportune time to alter fundamentally the base funding of our universities. Nevertheless, we do recognize the need to expend

our resources strategically and have committed to reallocating a small portion of the current State appropriations over time."

The institution has made a commitment to building a financial model that can be more effective in creating a sustainable university. The model better integrates financial processes and controls into the overall university planning processes. In FY 2011, USM will complete the reorganization of academic affairs that reduces the total number of college/schools from eight to five with anticipated savings in administrative costs. The institution will be establishing additional procedures for improved budgeting and financial control. This will include the further refinement and use of data from the Delaware Study to provide benchmark cost data to guide financial analysis. This is further supported by a commitment to build an institutional research capacity that better informs fiscal operations and cost analyses. It will also include an effort to further the review of funding and a more transparent budgeting process. Annual and mid-year financial reports will be made more broadly available. Consistent with System's efforts, USM will work to review and update key business processes to improve user understanding and effectiveness of business practices supported by PeopleSoft

**INSTITUTIONAL EFFECTIVENESS**

The University of Southern Maine and the University of Maine System have both worked to build internal and external mechanisms to assure the fiscal sustainability of the system and the individual campuses. The university has developed a financial system based on improved planning, control, participation, and transparency. Financial management has become a much more integral part of overall institutional planning, and fiscal realities have fostered improved budget policies and practices.

Fiscal difficulties, an assessment of practices that have contributed to those difficulties and the University's conversion to a new information technology system have provided both challenges and the opportunity to develop improved financial mechanisms. The new financial position in academic affairs, formation of the budget advisory committee, an institutionalized budget review process, an improved financial reporting process, implementation of a position management system, and realignment of budgets all evidence changes resulting from improved financial management. They also put in place mechanisms better positioned to respond to future demands and the goal of fiscal sustainability.

# Standard 10: Public Disclosure

**In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, accessible, clear, and sufficient for intended audiences to make informed decisions about the institution.**

## OVERVIEW

As a public institution, the University of Southern Maine is bound by the expectations of the Legislature, the citizens of the State of Maine, and, in particular, enrolled students availing themselves of its educational opportunities, to present itself openly and comprehensively to these and all other constituents, including faculty and staff. This is a responsibility that the administration, the various academic units, and individual members of the USM community address with diligence and resolve.

## DESCRIPTION

The university issues numerous publications, both print and electronic, describing the nature of its programs, policies, and curricular, co-curricular, and extra-curricular activities. These include the catalogues, the Web site, handbooks for faculty and students, human resources information, notification of grants and scholarly and creative activity, brochures, calendars, and video-based tutorials. A family of admission-focused print publications, among them "Success at USM," "Education Your Way" and "USM at a Glance" also offers clear and comprehensive information.

Like many institutions, USM continually evaluates the most effective mix between online postings of information and traditional print publications. All major publications – print and electronic – are reviewed, edited, and updated on an annual basis.

For the most part, information necessary for decision-making with regard to the institution is accessible through its electronic and print publications, its staff, and/or the Web site. Information that is either difficult to locate, or not available through university offices, reflects the enormity of the task of keeping pace with the continuous evolution and renewal of an institution as complex as this one. The university regards such obscurities and omissions as challenges to the forthrightness with which it is determined to conduct its mission — obscurities and omissions it will address with alacrity and dispatch.

The USM Web site was updated and redesigned in 2007 so that students and prospective students can make more informed decisions about their education. The redesigned pages, including information on the total cost of a USM education, are available to students, their families, and the interested public. Other features include: policies related to admission and transfer of credit; rules and regulations for student conduct; information on financial aid; requirements for degree completion; citations of student and faculty accomplishments; and a "Rankings and Recognition" site.

Ten years ago, our accreditation report on Standard 10 was focused almost exclusively on traditional vehicles for disseminating information, primarily print publications. In fact, the Web site was referenced only sparingly. One of those few references read, "Preliminary steps have been taken to refine and expand USM's World Wide Web site. Currently, the Office of Publications and Marketing, with

support from the Office of Computing Technologies, is attempting to maintain Web oversight with no additional budget and staffing."

These two offices have done a commendable job over the past decade, especially in light of the fact that budget and staffing levels have not kept pace as the institutional reliance on the Web site has grown dramatically.

**APPRAISAL**

In appraising Standard 10, an often articulated theme and challenge emerges: USM has no single, authoritative, centralized repository of information where one can obtain updated, vetted data on a number of issues related to the sub-standards. As a result, it can be frustrating and difficult, to find up-to-date information on a range of USM facts and characteristics. In one form or another, this theme was sounded by a number of NEASC Accreditation Steering Committee members. For example, colleagues chairing "Standard 8: Physical and Technological Resources," experienced difficulties finding the correct number of laboratories.

Although it also was difficult finding a number of facts associated with the Standard 10 sub-standards, the Web site does offer a variety of functional tools, including a "Contact Us" link, wwhich includes complete contact information for some 30 units and a "Directory" link, which offers a scroll menu of all departments and a search function for individual faculty and staff. Both of these are available as clearly marked links on the Web site's front page.

Once the Web site visitor lands on a departmental page, however, information can be difficult to find. Those calling or visiting the university also can have difficulty accessing information. Members of the public, including prospective students, must know which office to contact, or have a name of a member of the university community so that he/she can be connected using the automated recognition service at 780-4141. Moreover, for those visiting USM, the lack of effective directional signage, especially on the Portland campus, can be problematic.

The institution's current graduate and undergraduate catalogues – which essentially serve as the contract between students and the university – are available online but no longer exist in hard copy. As noted in the Description, they clearly describe the students' and the university's obligations and responsibilities. However, feedback from faculty and staff indicates that the online formats are difficult to navigate quickly and efficiently, especially when advising students. While the catalogs are available in archived editions,, this feature is not readily apparent. In addition, the archives extend back only to 2005-2006, whereas students may use the requirements in effect when they first enrolled for up to 10 years.

Institutional publications are consistent with the catalog content and accurately portray conditions and opportunities available at USM. However, the inevitable resource shift to a greater dependence upon electronic media has had a significant effect upon the nature and kind of publications. On one hand, print media showcasing scholarship and creative activity (e.g., The Maine Scholar, Words & Images) have dwindled. On the other, print has followed the lead of Web-based information dissemination in becoming based more in the visual than the verbal. Although such communication is easily comprehendible, it is less comprehensive. Compare, for example, the Admission Office's series of text-deficient Viewbooks with the discontinued Navigator, a combination student handbook/day planner/events calendar/best practices

compendium that many first-years students found indispensable).

That said, the Web-based information of interest to prospective students, e.g., the size and characteristics of the student body and related information is well organized and generally easy to find. Some information is posted in multiple locations, which works well for the purposes of this sub-standard. The use of links is effective, although several of the areas would benefit from more descriptive information before going to the specific link. While our instructional science labs and arts facilities are deficient, we have several outstanding academic facilities, libraries, lecture and residence halls, and athletics and recreation venues. We do not do justice to these facilities in terms of them serving as powerful recruitment tools. We need to make sure that our prospective students and visitors see what we have to offer without having to dig to find that visual information. They need to be a point of emphasis in the presentation to assist in recruiting.

Information on tuition and fees at the undergraduate and graduate levels is clearly presented and easy to find. It can be difficult, however, to estimate the cost of education for part-time students, who comprise a significant segment of our student body. Financial aid information is available, although information on the expected amount of debt upon graduation and the typical length of study is very difficult to find.

As noted elsewhere in our review of Standard 10, there are few centralized repositories for public information. This is especially true of materials that document institutional claims about program excellence or success in placements. And those sources that do exist are inadequate. The "Rankings and Recognition" site referenced above, for example, includes references to the Princeton Review ranking but most of the text focuses on rankings more related to USM's location, e.g., Outside Magazine listing Portland as one of the "Best Towns on the East Coast."

One often hears faculty and staff express concerns about the usefulness of the Web site. As part of our examination of Standard 10, we decided to ask students, often the primary users of the site, to help us evaluate its effectiveness. This is qualitative feedback, and consequently can be open to interpretation. But it should prove to be useful as we continue to make improvements to the site.

In the late spring of 2009, we asked an undergraduate student to survey a class of fellow undergraduates to help determine the accessibility and clarity of information on the Web site. Eleven undergrad students were asked to respond to questions based on each of the 14 Substandards. Responses were overwhelmingly favorable.

Incoming students who attended an orientation session in the summer of 2009 were asked several questions related to the accessibility and usefulness of the USM Web site. Their responses are included here.
In the fall of 2009, and again in the spring of 2010, we asked three student interns to fill out the CIHE Form for Standard 10. The CIHE Form reflects their shared work. We then asked each of the three to rate the accessibility and clarity of the 32 different pieces of information requested on the form. The students found most of the required information with surprisingly little difficulty.

The "USM Today" page is becoming an informational and visual showcase for university news and events, and for the quality of faculty in terms of scholarship and academic achievements. The new "What We're Doing" and Faculty Showcase," both of

which are located on the "USM Today" site, are designed to highlight our faculty.

Goals and expected outcomes, as noted elsewhere, are published and are highlighted in the introductory pages of the academic catalogues. Recent information on passage rates for licensure exams can be very difficult to find. The availability of the information differs widely from school/college and among individual programs. The master's program in occupational therapy, for example, clearly states on its Web site that 87 percent of its graduates pass the National Board for Certification in Occupational Therapy exam. There is, however, no central repository for this information. For example, we have no institution-wide data on career placements rates and in many cases such information at the school, college and departmental levels simply does not exist. Most of the schools/colleges do highlight individual alumni/ student/faculty success stories, as does the faculty-student page offered as part of the "Discover USM" site.

Retention and graduation rates are much more detailed and accessible than in past years, due, no doubt, to a renewed institutional focus on student success, defined as retaining and graduating more students.

Retention and graduation rates and related data are now available institution wide, by degree level and by school/college.

Other available data include academic support services and academic assessment tools.

The recent establishment (late summer 2009) of Student Success Centers integrated the offices of Academic Advising; Career Services and Professional Life Development; and Early Student Success. This reorganization has brought a more coordinated and holistic delivery of these services, as well as greater consistency to related information. Advising has also been significantly enhanced by the establishment of a student portal at the Advising Services website. A recently launched effort to upgrade the capacity of USM's alumni relations function, including the first-ever segmented market research study of the alumni body, also should complement this effort by helping to identify more alumni interested in mentoring current students.

Finally, it should be noted that USM is in the process of a complete graphical and information redesign of its web presence. Over the past year we have undergone a rigorous process to identify a content management system (CMS) that would enable the University to better use the web. The Division of information and Technology (DoIT) and Marketing have partnered in this project. DoIT is responsible for the technology behind the web presence and the design of the information architecture (a taxonomy of information provided categorized in "families and arranged with the user in mind). Marketing is responsible for the graphical design and working with departments on the content of the pages. The intent is to make it easier for site visitors to find what they need and to ensure that content is accurate and up to date. If early feed back about the CMS and the information architecture design are any indication, the community is ready for this change.

**PROJECTION**

The establishment of a central repository of institutional data that can help inform decision making will help drive timely and effective reporting on and analyses of retention and graduation rates and enrollment trends. This should remain as an institutional priority.

The complete redesign of the web presence referenced at the end of the Appraisal is a major undertaking that will involve converting in excess of 7000 webpages.
To help ensure redesign's success we must:

- Continue to clarify which office (s) is responsible for deciding how to best utilize the Web site in service to clearly defined institutional priorities. That office (s) also should be charged with overseeing the implementation of such initiatives and also ensuring that information is presented consistently and in a coordinated fashion.
- Provide tools and support (e.g. faculty and staff training) necessary to facilitate and expedite the changeover. The system will be critically important as we realize the goal of giving individual departments the tools needed to keep sites up to date, accurate and relevant to the information needs of students and other audiences identified in Standard #10.

**INSTITUTIONAL EFFECTIVENESS**

Ten years ago, as part of our last accreditation process, we reported, "Achieving the purpose of the Standard on Public Disclosure has become even more complicated with the rise of electronic communications." In retrospect, this was a classic understatement. Yet despite the sea change since the last accreditation in how institutions communicate with their audiences, we find that USM has acted competently and creatively to ensure that interest groups have not been compromised in their search for information specified in Standard 10. In addition to a thorough committee evaluation of the sub-standards, our conclusion is supported by qualitative feedback from students. This feedback has been integrated into our report.

While the inevitable passing of fully staffed switchboards and information desks may have disenfranchised the minority of people without access to electronic media, information is now more accessible and complete than ever before.

# Standard 11: Integrity

**The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.**

*It is ... not what we profess but what we practice that gives us integrity.*
Francis Bacon (1561-1626)

## OVERVIEW

An institution is an organizational schema within which individuals coalesce, unified by common concerns. At the University of Southern Maine our common concern, to fulfill the role of the state's only urban, comprehensive, four-year university, brings us together in educational service to the people of the state and our scholarly fields. This requires individuals, who make up the corporate body, to act with responsibility, honesty and integrity. This section describes USM's corporate ethos and examines the mechanisms through which the ethos is practiced.

## DESCRIPTION

The institutional commitment to integrity begins at the highest levels of the University of Maine System (UMS) as evidenced by the UMS and USM charters, which grant the university general operating authority and specific authority to grant degrees. Furthermore, USM operates within the policies and procedures established by the Board of Trustees. UMS fully recognizes that each public education institution within the state must have a proper measure of control over its own operations and that it's faculty enjoy academic freedoms in teaching, research, and expression of opinions. The academic freedom and intellectual integrity of USM are guided by the current mission statement and governance documents.

Honest and ethical management of USM's academic mission, oversight of research activities, student life, professional lives of faculty and staff, and management and integrity of administrative operations is implemented through offices across administrative units and campuses. New and revised policies are issued through a variety of means such as broadcast e-mails and supervisory chains of command. Documents describing new and revised policies are kept available on web-sites of the units or departments primarily responsible.

USM's commitment to the free pursuit and dissemination of knowledge is demonstrated by the Academic Freedom Committee of the Faculty Senate[1] . This body emphasizes the spirit of academic freedom expressed in the AFUM Contract, Article 2 and in the PATFA Contract, Article 3, and Section 1-A of the University of Maine System Charter. Each of these documents describes academic freedom for faculty.

1 The Faculty Senate Academic Freedom Committee coordinated the Biennial Duclos Convocation in 2008.

Conflict of interest is addressed through policies at the system and university level including the Board of Trustees Policy and the UMS Human Resources policy. USM has a nearly 20-year-old policy that outlines definitions of and restrictions on conflicts of interest between "personal interests and those of the University." The University has separate policies regarding financial conflicts of interest.

The intellectual property rights of faculty, staff, and students of all UMS campuses is addressed by a system-wide intellectual property policy and provides detailed guidance to the University about the disclosure, release, ownership, and administration of patentable inventions and copyrightable works. Principles within the policy are comparable to those held by peer institutions except that the UMS policy also includes a relatively unique "copyleft" addendum, which encourages the copying and distribution of copyrightable works and specifies a formula for the distribution of revenue resulting from modified or adapted university-owned intellectual property.

The primary federal policy that guides privacy protection at USM is FERPA, which is consistently referenced in USM policy statements and handbooks and practiced in all forms of communication with or about covered students, research participants, and university employees. University of Maine System Counsel's Office has determined that, generally speaking, USM is not a covered entity for the purposes of HIPAA. However, a number of USM researchers deal with protected health information on a regular basis. Therefore, USM has approached HIPAA on an *ad hoc* basis relying on the UMS policy where it was applicable and seeking in-house legal opinions where it is silent. In February 2010, the Provost approved a new policy and procedure guiding Business Associate Agreements and relevant HIPAA practices.

> The human subject research protections programs at USM had achieved national recognition, and has historically demonstrated a keen commitment to ensuring that human subjects protection trump other concerns. USM's policies are based on federal regulations and USM's Federal Wide Assurance commits the institution to treating human subject protection as a fundamental value.

USM promises to apply and uphold ethical principles that protect research subjects. To accomplish this, the Office of Research Integrity and Outreach (ORIO) Compliance administers the Institutional Review Board, Institutional Biosafety Committee, Institutional Animal Care and Use Committee, the Institutional Privacy Committee, and Radiation Safety Committee. Each of these committees has policy in place, and USM holds licenses/permits/assurances from relevant federal and state agencies to conduct research. Faculty and staff at USM have engaged in discussion and inquiry on topics overseen by the Institutional Review Board (IRB). For example, the 2009 Maine IRB Symposium featured a debate on the relationship between IRBs and academic freedom.

A report on the Review of Research Administration Function at the University of Southern Maine dated January, 2010 was published and shared with Research Administration in March, 2010 and as a result Research Administration was significantly reorganized. This report was shared more generally with faculty and the community August, 2010. This office continues in a phase of change with implications for strategic planning and sparking discussions and questions in the Faculty Senate. A second report by research compliance specialists is due by the end of December, 2010.

Faculty and staff are hired and supported through USM's Human Resources Department, which has an explicit statement of integrity in its mission statement. USM has non-discriminatory policies for

recruitment, admissions, employment, evaluation, disciplinary action, and advancement. It fosters an atmosphere that respects and supports people of diverse characteristics and backgrounds. There is an affirmative action plan in place and the institution has made progress in both the hiring of women and others from underrepresented populations. Throughout the hiring process, search committees work with the Office of Campus Diversity and Equity to review salaries and identify venues to recruit applicants from diverse backgrounds. In an ongoing effort to ensure equity amongst employees, the University of Maine System recently conducted a major study of all classified staff positions, which may result in classification and compensation adjustments. A similar study was conducted for professional staff a number of years ago. Guidance related to faculty and staff grievances is contained in the AFUM and PATFA contracts. The departure of the Executive Director of Equal Opportunity and Compliance (who has not been replaced), together with the administrative reorganization of the unit, removed responsibilities of the Office of Equity and Compliance from direct oversight by the President to that of Human Resources. Although no concerns about conflict of interest between employment related claims and Human Resources have occurred, there is a plan in place that, should such concerns arise, the claim would be moved to the system level.

The academic integrity of students' courses of study are defined and described in the Faculty Handbook, catalogues, syllabi, blueprints, and through the work of advisors and curriculum committees. USM regards its catalogs as a contract between students and the institution and ensure integrity between each student's educational experience and the catalog description of programs, policies, and procedures described in the year of matriculation.

USM's Office of Community Standards (OCS) keeps, and makes available, documents focusing on the academic integrity of students. It is the purpose of the UMS Student Conduct Code to promote the pursuit of activities that contribute to the intellectual, ethical, and physical development, as well as safety of the individuals under system auspices. This Code, including procedures and timelines, is available on the UMS website and in pamphlet form and is reviewed with students at the beginning the fall semester and at other times on a program-by-program basis. The Code is the basis for adjudication of all students accused of violating the rules of conduct. The OCS conducts workshops for faculty and staff to insure fair and consistent application of the code.

No university-wide policies or guidelines govern the entire campus relative to the review and approval processes for conferences, workshops, institutes and other instructional or enrichment activities sponsored by the University or carry its name, however, two units, Conferences and the Art Gallery, do have formal policies in place governing such events. Generally speaking, university facilities are open to events that are legal and do not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability or veteran status.

The NEASC self-study and accreditation process engaged all sectors of the University community in a candid and transparent inquiry thereby demonstrating USM's commitment to integrity and its compliance with the Commission's Standards, policies, requirements of affiliation and requests (See Matrix 11.10). The level and extent of engagement demonstrates USM's deep commitment to the process and its attendant obligations of honest dealing with the Commission.

**APPRAISAL**

USM has policies in place to encourage and, where appropriate, require ethical conduct. In general, we find the current system, while decentralized, ensures institutional integrity, is comprehensive, is in compliance with state and federal guidelines, and comparable to peer institutions. Our investigation did, however, uncover four notable weaknesses in the system.

First, USM lacks a centralized policy repository. As a result, policies and procedures are kept in a variety of formats, in a variety of locations, and maintained by multiple and diverse staff. This decentralization means that accessibility is sometimes hampered by information that is difficult to find. One example is that some of our clickable links from the University's Web site reference USM Policy 101.1 while others reference Section 410 of UMS's Human Resources and Labor Relations Policy Manual.

Second, USM lacks a consistent uniform policy education/dissemination program, which can also support responsible units in the compliance and enforcement of policy. Therefore, as noted before, policies and procedures are distributed through a variety of mechanisms and enforced through a number of wide-ranging offices at various levels of the institution. This approach can be inconsistent and to lead to confusion and the occasional misunderstanding or misapplication of policies. Individuals may or may not be aware of policies when they are needed and/or have difficulty finding policies when they search.

Third, USM lacks a comprehensive, regular, systematic policy review and revision process. Our inquiry revealed policies that are many years old, inconsistency as to when policies are reviewed and updated, and a variety of ways in which policies move through governance as they are written and revised. While it may not be necessary to have one single timeline or path through governance for all policies and procedures, there should be a central system for the oversight of these processes so that meaningful consistency and accountability are maintained. Furthermore, a central system of oversight can help identify uneven policies across relevant stakeholders. For example, our inquiry revealed fully articulated policies on academic freedom for faculty but not for staff, many of who engage in teaching and scholarship and deserve the protections of academic freedom.

Fourth, placing the Office of Equity and Compliance within Human Resources can create an apparent conflict of interest when an enforcement unit is maintained by the body that it oversees. Although there are plans in place to move claims that might raise a conflict of interest issue to the system level, the placement of this office in the larger university organization should be explored and evaluated.

**PROJECTION**

- The President's Office creates and appoints personnel to maintain a centralized repository and coordinate dissemination and support for enforcement of policy information by 2012.
- Appointed personnel, in collaboration with unit heads, develop a program of periodic review and reappraisal of policies by 2012.
- Appointed personnel work with unit heads, bargaining units, and system personnel to align policies across units within USM and entities and across the UMS system by 2013.
- Strategic planning committee(s) examine the leadership and placement of Equal Opportunities and Compliance to determine efficacy and implications by 2013.

**INSTITUTIONAL EFFECTIVENESS**

The University, while decentralized, does a good job of maintaining its integrity as defined by upholding ethical standards and keeping a close correlation between what is professed and what practiced. The University has a full complement of policies in place to guide administration, faculty, staff, and students. The human subject research protections program at USM has achieved national recognition. The University also actively and fully inquires into and addresses breeches of integrity. One such example in 2008 involved a Muskie researcher, who is no longer at USM. This individual was subjected to an administrative hearing and debarred for life from conducting research at or though the University. Through accreditation and strategic planning USM will continue to maintain its institutional integrity and put in place systemic mechanisms to improve policies and practice.

# Acknowledgements

NEASC Chair Luisa S. Deprez would like to thank the Steering Committee members for their continued support for and contributions to USM's Self-Study Report. Thanks also go to all members of all Standard Committee and Sub-committees throughout the USM Community.

# Additional Thanks to:

Drew Clark and Pat Davis

# Appendix

# Data First Forms

**New England Association of Schools and Colleges**
**Commission on Institutions of Higher Education**
**209 Burlington Road, Suite 201 ● Bedford, MA 01730**
**phone: (781) 271-0022 ● fax: (781) 271-0950**
**http://cihe.neasc.org**

## "DATA FIRST" FORMS
**Revised October 2009**

**General instructions:**

Data First forms supplement the institution's comprehensive self-study or fifth-year report. Each of the 25 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements, yearly IPEDS surveys, and other institutional reports and publications.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

**Data First forms are protected** to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. If you wish to add rows or adjust column widths, you may unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. The required **password is "ark"** (lower case, no quotation marks.)

**Instructions and definitions are embedded in each form.** This version of the Data First forms has been formatted to print only the forms. If you wish to print the forms with the embedded instructions, you can find a specially formatted version of Data First forms on the Commission website: http://cihe.neasc.org.

If you have questions about completing the Data First forms, please call Julie Alig (781-541-5408) or any other member of the Commission staff for assistance.

**"DATA FIRST" FORMS**

# GENERAL INFORMATION

| | | | |
|---|---|---|---|
| Institution Name: | University of Southern Maine | | |
| OPE ID: | 205400 | | |
| | | **Annual Audit** | |
| | | Certified: | Qualified |
| Financial Results for Year Ending: | 06/30 | Yes/No | Unqualified |
| Most Recent Year | 2010 | | |
| 1 Year Prior | 2009 | Yes | Unqualified |
| 2 Years Prior | 2008 | Yes | Unqualified |
| Budget / Plans | | | |
| Current Year | 2011 | | |
| Next Year | 2012 | | |
| Contact Person: | Luisa Deprez | | |
| Title: | Chair, NEASC Accredidation | | |
| Telephone No: | (207) 780-4763 | | |
| E-mail address | deprez@usm.maine.edu | | |

Revised October 2009

## Standard 1: Mission and Purposes

**Attach a copy of the current mission statement.**

| Document | URL | Date approved by the governing board |
|---|---|---|
| Institutional Mission Statement | http://usm.maine.edu/discover/mission.html | 10/03/2008 |

| Mission Statement published | URL | Print publication |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

| Related statements | URL | Print Publications |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |

## Standard 2: Planning and Evaluation

### PLANS

| | Year of completion | Effective dates | URL or folder number |
|---|---|---|---|
| **Strategic Plans** | | | |
| Immediately prior strategic plan | | | |
| Current Strategic Plan | | | |
| Next strategic plan | | | link to draft, if available |
| **Other institution-wide plans** | | | |
| Master plan | | | |
| Academic plan | | | |
| Financial plan | | | |
| Technology plan | | | |
| Enrollment plan | | | |
| Development plan | | | |
| *(Add rows for additional institution-wide plans, as needed.)* | | | |
| **Plans for major units (e.g.,departments, library)** | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| *(Add rows for additional plans, as needed.)* | | | |

### EVALUATION

| | |
|---|---|
| **Academic program review** | |
| Program review system (colleges and departments). System last updated: | |
| Program review schedule (e.g., every 5 years) | |
| Sample program review reports (name of unit or program) | URL |
| 1 | |
| 2 | |
| 3 | |
| *(Insert additional rows, as appropriate.)* | |
| **System to review other functions and units** | |
| Program review schedule (every X years or URL of schedule) | |
| Sample program review reports (name of unit or program) | |
| 1 | |
| 2 | |
| 3 | |
| *(Insert additional rows, as appropriate.)* | |
| **Other significant evaluation reports (Name and URL or Location)** | Date |
| *Example: Advising: www.notrealcollege.edu/advising* | *1995* |
| 1 | |
| 2 | |
| 3 | |
| *(Insert additional rows, as appropriate.)* | |

## Standard 3: Organization and Governance

**Please attach to this form:**

1) **A copy of the institution's organization chart(s).**
2) **A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.**

**If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution**

| | |
|---|---|
| Name of the related entity | |
| URL of documentation of relationship | |

| **Governing board** | **URL** |
|---|---|
| By-laws | http://www.maine.edu/systempolicy-manual/policy-manual.php?section3 |
| Board members' names and affiliations | http://www.maine.edu/board-membership.php?section=3 |

| | Board committees | URL or document name for meeting minutes |
|---|---|---|
| ? | Executive Committee | http://www.maine.edu/board/minutes.php?section=3 |
| | Academic Affairs | http://www.maine.edu/board/minutes.php?section=3 |
| | Audit | http://www.maine.edu/board/minutes.php?section=3 |
| | Finance/Facilities | http://www.maine.edu/board/minutes.php?section=3 |

*(Insert additional rows as appropriate.)*

| **Major institutional committees or governance groups*** | URL or document name for meeting minutes |
|---|---|
| USM Board of Visitors | swengland@usm.maine.edu |
| USM Alumni Association Board of Directors | mdudley@usm.maine.edu |
| USM Foundation Board of Directors | bbean@usm.maine.edu |
| USM Faculty Senate | cnemeroff@usm.maine.edu |
| USM Professional Staff Senate | http://usm.maine.edu/clsen/ |
| USM Classified Staff Senate | http://usm.maine.edu/prosen/ |
| USM Student Senate | mako.bates@maine.edu |

*(Insert additional rows as appropriate.)*

*Include faculty, staff, and student groups

## Standard 3: Organization and Governance
## (Locations and Modalities)

**Campuses, Branches, Locations, and Modalities currently in operation (See definitions, below)**

*(Insert additional rows as appropriate.)*

| | City | State or Country | Date Initiated |
|---|---|---|---|
| Main campus | Portland | Maine | 7/1/1922* |
| Other principal campuses | Gorham | Maine | 7/1/1878 |
| | Lewiston-Auburn | Maine | 7/1/1988 |
| Branch campuses | | | |
| Other instructional locations | Saco/Biddeford | Maine | 9/1/1973 |
| | Sanford | Maine | 9/1/1973 |
| | Bath/Brunswick | Maine | 9/1/1980 |

| Distance Learning, e-learning | Date Initiated |
|---|---|
| First on-line course | 7/1/00 |
| First program 50% or more on-line | 7/1/04 |
| First program 100% on-line | 7/1/05 |

| Distance Learning, other | | Date Initiated |
|---|---|---|
| Modality | | |

| Correspondence Education | Date Initiated |
|---|---|
| | |

**Definitions**

**Main campus**: primary campus, including the principal office of the chief executive officer.

**Other principal campus**: a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition)**: a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning**: A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other**: A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

**Standard 4: The Academic Program**

**(Summary - Enrollment and Degrees)**

**(Student Credit Hours and FTE at Locations by Degrees)**

**Fall 2010 Enrollment by location and modality, as of Census Date**

| Degree Level | Assoc. | Assoc. FTE | Bachelors | Bachelors FTE | Masters | Masters FTE* | PHD | PHD FTE* | JD | JD FTE | Non-Degree | Non-Degree FTE | Certificates | CAS | CGS | Total of | Total Degree- | Total Degree- |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Location | | | | | | | | | | | | | | | | Location | Seeking | Seeking FTE |
| Augusta UMA Campus | | | 36.00 | 3.00 | 17.00 | 1.89 | | 0.00 | | 0.00 | 27.00 | 2.25 | | 3.00 | 15.00 | 98.00 | 53.00 | 4.89 |
| Bangor UMA Campus | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 6.00 | 0.50 | | | 3.00 | 9.00 | 0.00 | 0.00 |
| Bath/Brunswick UC Center | | | 97.00 | 8.08 | | 0.00 | | 0.00 | | 0.00 | 19.00 | 1.58 | | | | 116.00 | 97.00 | 8.08 |
| Biddeford | | | 8.00 | 0.67 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 8.00 | 8.00 | 0.67 |
| Bridgton | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 104.00 | 8.67 | | | | 104.00 | 0.00 | 0.00 |
| Cumberland | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 76.00 | 6.33 | | | | 76.00 | 0.00 | 0.00 |
| Ellsworth/Hancock Cty H Ed Ctr | | | | 0.00 | 3.00 | 0.33 | | 0.00 | | 0.00 | 3.00 | 0.25 | | | | 6.00 | 3.00 | 0.33 |
| Farmington - Other | | | 3.00 | 0.25 | | 0.00 | | 0.00 | | 0.00 | 3.00 | 0.25 | | | | 6.00 | 3.00 | 0.25 |
| Fort Kent UMFK Campus | | | | 0.00 | 3.00 | 0.33 | | 0.00 | | 0.00 | 12.00 | 1.00 | | | | 15.00 | 3.00 | 0.33 |
| Gorham - other | | | 18.00 | 1.50 | 69.00 | 7.67 | | 0.00 | | 0.00 | 42.00 | 3.50 | | | | 129.00 | 87.00 | 9.17 |
| Gorham USM Campus | | | 20621.50 | 1718.46 | 1589.50 | 176.61 | 145.00 | 16.11 | | 0.00 | 746.00 | 62.17 | | 108.00 | 42.00 | 23252.00 | 22356.00 | 1911.18 |
| Hermon | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 36.00 | 3.00 | | | | 36.00 | 0.00 | 0.00 |
| Hiram | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 84.00 | 7.00 | | | | 84.00 | 0.00 | 0.00 |
| Houlton Higher Ed Center | | | | 0.00 | 6.00 | 0.67 | | 0.00 | | 0.00 | | 0.00 | | | | 6.00 | 6.00 | 0.67 |
| Hutchinson Center-Belfast UM | | | 6.00 | 0.50 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 6.00 | 6.00 | 0.50 |
| Lewiston-Auburn USM Campus | | | 4027.00 | 335.58 | 1035.00 | 115.00 | | 0.00 | | 0.00 | 445.50 | 37.13 | | 21.00 | 33.00 | 5561.50 | 5062.00 | 450.58 |
| Livermore Falls | | | 6.00 | 0.50 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 6.00 | 6.00 | 0.50 |
| Machias UMM Campus | | | | 0.00 | 30.00 | 3.33 | | 0.00 | | 0.00 | 6.00 | 0.50 | | | | 36.00 | 30.00 | 3.33 |
| New Gloucester | | | | 0.00 | 24.00 | 2.67 | | 0.00 | | 0.00 | 18.00 | 1.50 | | | 3.00 | 45.00 | 24.00 | 2.67 |
| Portland - Other | | | 6.00 | 0.50 | 93.00 | 10.33 | | 0.00 | | 0.00 | 34.00 | 2.83 | | 42.00 | | 175.00 | 99.00 | 10.83 |
| Portland USM Campus | | | 46027.50 | 3835.63 | 4287.00 | 476.33 | 37.00 | 4.11 | 3993.00 | 332.75 | 2512.50 | 209.38 | 52.00 | 26.00 | 92.00 | 57027.00 | 54344.50 | 4648.82 |
| Rockland UC Center | | | 9.00 | 0.75 | 39.00 | 4.33 | | 0.00 | | 0.00 | 33.00 | 2.75 | | | | 81.00 | 48.00 | 5.08 |
| Rumford/Mexico UC Center | | | 3.00 | 0.25 | 3.00 | 0.33 | | 0.00 | | 0.00 | 9.00 | 0.75 | | | | 15.00 | 6.00 | 0.58 |
| S Berwick - Delayed Viewing | | | 3.00 | 0.25 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 3.00 | 3.00 | 0.25 |
| Saco/Biddeford UC Center | | | 1063.00 | 88.58 | 18.00 | 2.00 | | 0.00 | | 0.00 | 118.50 | 9.88 | | | | 1199.50 | 1081.00 | 90.58 |
| Sanford | | | 45.00 | 3.75 | | 0.00 | | 0.00 | | 0.00 | 3.00 | 0.25 | | | | 48.00 | 45.00 | 3.75 |
| Sanford High School | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 284.00 | 23.67 | | | | 284.00 | 0.00 | 0.00 |
| Skowhegan | | | 3.00 | 0.25 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 3.00 | 3.00 | 0.25 |
| South Paris WM UCC Center | | | 3.00 | 0.25 | | 0.00 | | 0.00 | | 0.00 | 3.00 | 0.25 | | | | 6.00 | 3.00 | 0.25 |
| South Portland | | | 28.00 | 2.33 | | 0.00 | | 0.00 | | 0.00 | | 0.00 | | | | 28.00 | 28.00 | 2.33 |
| Standish | | | 12.00 | 1.00 | | 0.00 | | 0.00 | | 0.00 | 265.00 | 22.08 | | | | 277.00 | 12.00 | 1.00 |
| Thomaston | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 20.00 | 1.67 | | | | 20.00 | 0.00 | 0.00 |
| USM - Other | | | 863.00 | 71.92 | 1434.00 | 159.33 | | 0.00 | 6.00 | 0.50 | 271.00 | 22.58 | | | 72.00 | 2646.00 | 2303.00 | 231.75 |
| Waterville | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 56.00 | 4.67 | | | | 56.00 | 0.00 | 0.00 |
| Web/On-line | | | 4851.50 | 404.29 | 942.00 | 104.67 | 30.00 | 3.33 | | 0.00 | 588.00 | 49.00 | | 21.00 | 3.00 | 6435.50 | 5823.50 | 512.29 |
| Wells | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 100.00 | 8.33 | | | | 100.00 | 0.00 | 0.00 |
| Windham | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 32.00 | 2.67 | | | | 32.00 | 0.00 | 0.00 |
| Winthrop | | | | 0.00 | | 0.00 | | 0.00 | | 0.00 | 8.00 | 0.67 | | | | 8.00 | 0.00 | 0.00 |
| Total Based on Degree Level | | | 77739.50 | 6478.29 | 9592.50 | 1065.83 | 212.00 | 23.56 | 3999.00 | 333.25 | 5964.50 | 497.04 | 52.00 | 221.00 | 263.00 | 98043.50 | 91543.00 | 7900.93 |
| Unduplicated Headcount Total (Fall2010) | | | 6564 | | 1272 | | 25 | | 275 | | 1369 | | 15 | 57 | 77 | 9654 | | |
| Degree's Awarded Last Year (7/1/08 - 6/30/09) | 8 | | 1101 | | 474 | | 3 | | 91 | | | | | | 22 | 1699 | | |
| Degree's Awarded Current Year (7/1/09 - 6/30/10) | 5 | | 1142 | | 463 | | 4 | | 83 | | | | | | 28 | 1725 | | |

1 FTE is wqual to 12 credit hours unless otherwise noted

* based on 9 credit hours = to 1 FTE

**Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major)**

**Student Headcount by Academic Major**

| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
|---|---|---|---|---|---|---|
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of HEADCOUNT | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| AA | Assoc Liberal Studies | 12 | 2 | 2 | | |
| | Assoc Therapeutic Recreation | 2 | 2 | 1 | | |
| | Associate Business Admin | 1 | 2 | | | |
| AA Total | | 15 | 6 | 3 | | |
| BACC | Accounting | 51 | 76 | 131 | 145 | |
| | Accounting and Finance | 126 | 59 | 43 | 15 | |
| | Applied Technical Education | 18 | 14 | 9 | 6 | |
| | Applied Technical Leadership | 27 | 27 | 22 | 23 | |
| | Applied Technology - GO | 1 | | | | |
| | Art | 110 | 50 | 94 | 93 | |
| | Art Candidate - BA | 9 | 41 | 8 | 2 | |
| | Art Candidate - BFA | 21 | 75 | 12 | 2 | |
| | Art Candidate - GO | 3 | 6 | 6 | 6 | |
| | Art Education | 41 | 24 | 40 | 38 | |
| | Art-Fine Arts - GO | 5 | 9 | 6 | 2 | |
| | Arts and Humanities | 35 | 28 | 20 | 24 | |
| | Athletic Training | 59 | 71 | 95 | 108 | |
| | Biochemistry | 5 | 3 | 7 | 10 | |
| | Biology | 200 | 222 | 248 | 288 | |
| | Biology - GO | 5 | 12 | 7 | 15 | |
| | Business Administration | 397 | 164 | 137 | 84 | |
| | Chemistry - GO | | 3 | 1 | 2 | |
| | Chemistry-BA | 7 | 14 | 16 | 7 | |
| | Chemistry-BS | 10 | 10 | 15 | 25 | |
| | Communication | 248 | 183 | 207 | 186 | |
| | Communication - GO | 6 | 11 | 9 | 7 | |
| | Computer Science | 70 | 75 | 89 | 95 | |
| | Computer Science - GO | 5 | 4 | 5 | 6 | |
| | Criminology | 162 | 135 | 136 | 146 | |
| | Criminology - GO | 10 | 19 | 14 | 14 | |
| | Economics | 51 | 35 | 30 | 33 | |
| | Economics - BS | 33 | 25 | 19 | 22 | |
| | Economics - GO | | 1 | 2 | 2 | |
| | Electrical Engineering | 65 | 62 | 69 | 56 | |
| | Electrical Engineering - GO | 1 | 5 | 7 | 4 | |
| | Engineering - GO | 4 | 5 | 3 | 2 | |
| | English | 223 | 207 | 207 | 198 | |
| | English - GO | 1 | 7 | 5 | 9 | |
| | English Language Bridge - GO | 6 | 11 | 11 | 12 | |
| | Environ Safety & Health - GO | 1 | | 2 | 1 | |
| | Environmental Planning &Policy | 10 | 6 | 14 | 25 | |
| | Environmental Safety & Health | 13 | 13 | 11 | 5 | |
| | Environmental Science - BA | 26 | 28 | 23 | 18 | |
| | Environmental Science - BS | 26 | 29 | 34 | 50 | |
| | Environmental Science - GO | 1 | 5 | 4 | 4 | |
| | Exercise Physiology | 26 | 25 | 38 | 45 | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | **Student Headcount by Academic Major** | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| BACC | Finance | 41 | 50 | 69 | 89 | |
| | French | 18 | 11 | 19 | 17 | |
| | General Management | 107 | 159 | 283 | 325 | |
| | General Science - GO | 5 | 8 | 7 | 3 | |
| | Geography/Anthropology | 91 | 59 | 58 | 64 | |
| | Geography/Anthropology - GO | | 2 | 1 | 3 | |
| | Geology | 2 | 4 | 1 | 2 | |
| | Geosciences - BA | 13 | 14 | 17 | 13 | |
| | Geosciences - BS | 9 | 5 | 6 | 6 | |
| | Geosciences - GO | 1 | 1 | 1 | | |
| | Health Fitness | 70 | 53 | 63 | 62 | |
| | Health Sciences | 64 | 46 | 68 | 118 | |
| | History | 174 | 145 | 136 | 123 | |
| | History - GO | 2 | 6 | 7 | 7 | |
| | Humanities - GO | 1 | 2 | | | |
| | Industrial Technology | 185 | 119 | 146 | 159 | |
| | Industrial Technology - GO | 2 | 3 | 1 | 3 | |
| | Leadership & Org Studies | 76 | 75 | 80 | 80 | |
| | Leadership & Org Studies - GO | 1 | 1 | 2 | 2 | |
| | Linguistics | 65 | 66 | 64 | 61 | |
| | Linguistics - GO | | 2 | 2 | 3 | |
| | Marketing | 34 | 62 | 103 | 122 | |
| | Mathematics | 49 | 52 | 68 | 62 | |
| | Mathematics - GO | 1 | 3 | 1 | | |
| | Mechanical Engineering | 40 | 49 | 63 | 65 | |
| | Mechanical Engineering - GO | | 1 | 3 | 3 | |
| | Media Studies | 190 | 163 | 132 | 142 | |
| | Media Studies - GO | 3 | 13 | 9 | 10 | |
| | Music - BA | 29 | 29 | 21 | 16 | |
| | Music Education | 58 | 62 | 73 | 65 | |
| | Music Education - GO | 1 | | | 1 | |
| | Music Performance | 82 | 92 | 78 | 68 | |
| | Music Performance - GO | 1 | 1 | 1 | 5 | |
| | Musical Theatre | 2 | 2 | 4 | 7 | |
| | Natural & Applied Science | | 54 | | | |
| | Natural & Applied Sciences | 61 | | 57 | 40 | |
| | Non Degree - Undergraduate | 1486 | 1427 | 1067 | 979 | |
| | Nursing | 537 | 442 | 444 | 432 | |
| | Nursing Candidate | 6 | 5 | 1 | 1 | |
| | Philosophy | 58 | 42 | 39 | 32 | |
| | Physics | 16 | 17 | 16 | 19 | |
| | Political Science | 182 | 135 | 126 | 114 | |
| | Political Science - GO | 1 | 9 | 4 | 6 | |
| | Pre-Accounting | 1 | | 1 | | |
| | Pre-Accounting and Finance | 18 | 30 | 3 | 1 | |
| | Pre-Business Administration | 85 | 139 | 18 | 11 | |
| | Psychology | 333 | 290 | 310 | 322 | |
| | Psychology - GO | 15 | 32 | 16 | 23 | |
| | Self Designed | 77 | | 61 | 58 | |
| | Self Designed Major | | 64 | 2 | | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | **Student Headcount by Academic Major** | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| BACC | Social & Behavorial Sci - GO | 5 | 8 | 10 | 10 | |
| | Social & Behav Sciences | 208 | 163 | 185 | 202 | |
| | Social Work | 190 | 148 | 152 | 137 | |
| | Social Work - GO | 8 | 9 | 4 | 7 | |
| | Sociology | 160 | 134 | 101 | 93 | |
| | Sociology - GO | 1 | 2 | 1 | | |
| | Sports Medicine | 6 | 7 | 1 | | |
| | Sports Medicine - GO | | 1 | | | |
| | Studio Art | 83 | 53 | 79 | 67 | |
| | Technology Education | 8 | 5 | 3 | 4 | |
| | Technology Education - GO | 1 | | | | |
| | Theatre | 71 | 61 | 66 | 64 | |
| | Theatre - GO | 2 | 4 | 4 | 7 | |
| | Therapeutic Recreation | 57 | 48 | 39 | 36 | |
| | Therapeutic Recreation - GO | 1 | 4 | 2 | 2 | |
| | Transfer Prgrm in Engineering | 12 | 19 | 16 | 13 | |
| | Undeclared | 699 | 1096 | 1086 | 946 | |
| | Undeclared - GO | 159 | 273 | 185 | 225 | |
| | Women and Gender Studies | 16 | 9 | 15 | 13 | |
| | Environ Planning & Policy - GO | | | 1 | 1 | |
| | Liberal Studies | | | 31 | 85 | |
| | National Student Exchange | | | 4 | 3 | |
| | Philosophy - GO | | | 1 | | |
| | Physics - GO | | | 1 | 1 | |
| | Sport Management | | | 20 | 44 | |
| | Mathematics Education | | | | 6 | |
| | Musical Theatre - GO | | | | 1 | |
| BACC Total | | 8098 | 7889 | 7615 | 7546 | |
| CERT | Accounting | | | | 12 | |
| | Risk Management & Insurance | | | | 3 | |
| CERT Total | | | | | 15 | |
| Grand Total | | 8113 | 7895 | 7618 | 7561 | |

**Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major)**

**Student Credit Hours by Academic Major**

| For Fall Term, as of Census Date | | 3 Years Prior (Fall 2007) | 2 Years Prior (Fall 2008) | 1 Year Prior (Fall 2009) | Current Year (Fall 2010) | Goal for next Year (Fall 2011) |
|---|---|---|---|---|---|---|
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of Um Unt Tak Prg Rc SUM | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| AA | Assoc Liberal Studies | 72 | 13 | 20 | | |
| | Assoc Therapeutic Recreation | 12 | 12 | 6 | | |
| | Associate Business Admin | 6 | 18 | | | |
| AA Total | | 90 | 43 | 26 | | |
| BACC | Accounting | 623 | 943 | 1497.5 | 1665.5 | |
| | Accounting and Finance | 1519.5 | 622.5 | 401 | 152.5 | |
| | Applied Technical Education | 90 | 94 | 52 | 30 | |
| | Applied Technical Leadership | 169.5 | 233 | 158 | 178 | |
| | Applied Technology - GO | 6 | | | | |
| | Art | 1264 | 585 | 992 | 977.5 | |
| | Art Candidate - BA | 97 | 465 | 102 | 25 | |
| | Art Candidate - BFA | 218.5 | 831 | 139 | 21 | |
| | Art Candidate - GO | 34 | 73 | 87 | 71 | |
| | Art Education | 457 | 268 | 441 | 435 | |
| | Art-Fine Arts - GO | 61.5 | 120 | 74 | 15 | |
| | Arts and Humanities | 355 | 300 | 190 | 230 | |
| | Athletic Training | 881 | 1006.5 | 1354.5 | 1541.5 | |
| | Biochemistry | 70 | 33 | 88.5 | 129.5 | |
| | Biology | 2418 | 2826 | 3004 | 3363.5 | |
| | Biology - GO | 73.5 | 176.5 | 91 | 210.5 | |
| | Business Administration | 4732 | 1638 | 1324 | 768 | |
| | Chemistry - GO | | 43 | 10 | 31 | |
| | Chemistry-BA | 79.5 | 170 | 195.5 | 80 | |
| | Chemistry-BS | 112.5 | 120.5 | 178 | 320.5 | |
| | Communication | 3015.5 | 2201 | 2458.5 | 2206 | |
| | Communication - GO | 77 | 140 | 134 | 95 | |
| | Computer Science | 728 | 835 | 1002 | 1043.5 | |
| | Computer Science - GO | 62 | 51 | 71 | 79 | |
| | Criminology | 2060.5 | 1630.5 | 1630.5 | 1816.5 | |
| | Criminology - GO | 135 | 244 | 185.5 | 184 | |
| | Economics | 623 | 394 | 353 | 388 | |
| | Economics - BS | 400.5 | 266 | 224.5 | 242.5 | |
| | Economics - GO | | 14 | 30 | 24 | |
| | Electrical Engineering | 714 | 685 | 818 | 595 | |
| | Electrical Engineering - GO | 12 | 63 | 94 | 50 | |
| | Engineering - GO | 49 | 65 | 39 | 24 | |
| | English | 2569 | 2278 | 2364.5 | 2220.5 | |
| | English - GO | 9 | 89.5 | 64 | 124 | |
| | English Language Bridge - GO | 64 | 128.5 | 131 | 143.5 | |
| | Environ Safety & Health - GO | 14 | | 31 | 14 | |
| | Environmental Planning &Policy | 121.5 | 79 | 175.5 | 298 | |
| | Environmental Safety & Health | 166 | 159 | 139.5 | 59 | |
| | Environmental Science - BA | 308.5 | 335.5 | 277 | 205.5 | |
| | Environmental Science - BS | 329.5 | 359.5 | 418 | 638 | |
| | Environmental Science - GO | 12 | 60 | 59 | 55 | |
| | Exercise Physiology | 338.5 | 314 | 450 | 591.5 | |

**Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major)**

**Student Credit Hours by Academic Major**

| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
|---|---|---|---|---|---|---|
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| BACC | Finance | 549.5 | 646 | 896 | 1053.5 | |
| | French | 204.5 | 112 | 200 | 169 | |
| | General Management | 1508.5 | 2053 | 3745.5 | 4096.5 | |
| | General Science - GO | 52 | 80 | 78 | 32 | |
| | Geography/Anthropology | 1064.5 | 670.5 | 652.5 | 801.5 | |
| | Geography/Anthropology - GO | | 33 | 15 | 26 | |
| | Geology | 22 | 47 | 13.5 | 25 | |
| | Geosciences - BA | 155.5 | 178.5 | 194 | 146 | |
| | Geosciences - BS | 107 | 78 | 64.5 | 79.5 | |
| | Geosciences - GO | 13 | 13 | 5 | | |
| | Health Fitness | 928.5 | 707.5 | 792 | 815.5 | |
| | Health Sciences | 658.5 | 453 | 798 | 1387.5 | |
| | History | 2118.5 | 1688.5 | 1599 | 1466 | |
| | History - GO | 26 | 94 | 106 | 107 | |
| | Humanities - GO | 12 | 15 | | | |
| | Industrial Technology | 1800 | 1203 | 1474 | 1618.5 | |
| | Industrial Technology - GO | 25 | 35 | 16 | 46 | |
| | Leadership & Org Studies | 614.5 | 593 | 627.5 | 608 | |
| | Leadership & Org Studies - GO | 12 | 6 | 21 | 12 | |
| | Linguistics | 687.5 | 682 | 651 | 630 | |
| | Linguistics - GO | | 27 | 25 | 33 | |
| | Marketing | 432 | 822.5 | 1325 | 1499 | |
| | Mathematics | 570 | 656 | 784 | 725 | |
| | Mathematics - GO | 6 | 42 | 13 | | |
| | Mechanical Engineering | 517.5 | 582.5 | 764.5 | 826 | |
| | Mechanical Engineering - GO | | 13 | 40 | 46 | |
| | Media Studies | 2324.5 | 2020 | 1589 | 1717 | |
| | Media Studies - GO | 40 | 172 | 116 | 126 | |
| | Music - BA | 384 | 370 | 264 | 206 | |
| | Music Education | 856.5 | 899 | 1095.5 | 966.5 | |
| | Music Education - GO | 13 | | | 16 | |
| | Music Performance | 1131 | 1270.5 | 1062 | 909.5 | |
| | Music Performance - GO | 15.5 | 9 | 18 | 66 | |
| | Musical Theatre | 20.5 | 29.5 | 62 | 100 | |
| | Natural & Applied Science | | 517 | | | |
| | Natural & Applied Sciences | 553.5 | | 590 | 380 | |
| | Non Degree - Undergraduate | 5606.98 | 6875.5 | 4902.5 | 4540.5 | |
| | Nursing | 6496.5 | 5280.5 | 5312.5 | 5204.5 | |
| | Nursing Candidate | 63.5 | 52 | 13 | 3 | |
| | Philosophy | 645 | 400 | 429 | 351.5 | |
| | Physics | 203 | 198 | 188.5 | 211 | |
| | Political Science | 2255.5 | 1617 | 1513.5 | 1376.5 | |
| | Political Science - GO | 15 | 127 | 48 | 84 | |
| | Pre-Accounting | 12 | | 9 | | |
| | Pre-Accounting and Finance | 189 | 339 | 34 | 6 | |
| | Pre-Business Administration | 1018 | 1677 | 191 | 112 | |
| | Psychology | 3948.5 | 3370 | 3546.5 | 3735.5 | |
| | Psychology - GO | 187 | 423 | 209.5 | 300.5 | |
| | Self Designed | 893 | | 670.5 | 650 | |
| | Self Designed Major | | 726 | 28 | | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Student Credit Hours by Academic Major** | | | | | |
| | | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| BACC | Social & Behavorial Sci - GO | 39 | 73 | 96 | 103 | |
| | Social & Behav Sciences | 2184 | 1626.5 | 1844.5 | 1957 | |
| | Social Work | 2195 | 1670.5 | 1723.5 | 1560 | |
| | Social Work - GO | 91 | 107 | 43 | 84 | |
| | Sociology | 1877.52 | 1432 | 1179.5 | 1040 | |
| | Sociology - GO | 12 | 28 | 13 | | |
| | Sports Medicine | 78.5 | 85 | 12 | | |
| | Sports Medicine - GO | | 14 | | | |
| | Studio Art | 881 | 507.5 | 807 | 685 | |
| | Technology Education | 103 | 73 | 41 | 49 | |
| | Technology Education - GO | 7.5 | | | | |
| | Theatre | 953.5 | 777 | 843 | 875.5 | |
| | Theatre - GO | 27 | 56 | 57.5 | 88.5 | |
| | Therapeutic Recreation | 700.5 | 558.5 | 488 | 468 | |
| | Therapeutic Recreation - GO | 16.5 | 51.5 | 23 | 24 | |
| | Transfer Prgrm in Engineering | 144 | 247 | 216 | 166 | |
| | Undeclared | 8165.5 | 13334 | 13198 | 11442.5 | |
| | Undeclared - GO | 1977 | 3617.5 | 2514 | 3043.5 | |
| | Women and Gender Studies | 171 | 94 | 151 | 115 | |
| | Environ Planning & Policy - GO | | | 16 | 13 | |
| | Liberal Studies | | | 409 | 1200 | |
| | National Student Exchange | | | 54 | 44 | |
| | Philosophy - GO | | | 13 | | |
| | Physics - GO | | | 13 | 13 | |
| | Sport Management | | | 267 | 604 | |
| | Mathematics Education | | | | 82 | |
| | Musical Theatre - GO | | | | 15 | |
| BACC Total | | 83649.5 | 83194.5 | 82342.5 | 82324 | |
| CERT | Accounting | | | | 43 | |
| | Risk Management & Insurance | | | | 9 | |
| CERT Total | | | | | 52 | |
| Grand Total | | 83739.5 | 83237.5 | 82368.5 | 82376 | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | Student FTE by Academic Major | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for nex Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | Fall 2011 |
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of FTE SUM | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| AA | Assoc Liberal Studies | 4.8 | 0.866666667 | 1.333333333 | | |
| | Assoc Therapeutic Recreation | 0.8 | 0.8 | 0.4 | | |
| | Associate Business Admin | 0.4 | 1.2 | | | |
| AA Total | | 6 | 2.866666667 | 1.733333333 | | |
| BACC | Accounting | 41.53333333 | 62.86666667 | 99.83333333 | 111.0333333 | |
| | Accounting and Finance | 101.3 | 41.5 | 26.73333333 | 10.16666667 | |
| | Applied Technical Education | 6 | 6.266666667 | 3.466666667 | 2 | |
| | Applied Technical Leadership | 11.3 | 15.53333333 | 10.53333333 | 11.86666667 | |
| | Applied Technology - GO | 0.4 | | | | |
| | Art | 84.26666667 | 39 | 66.13333333 | 65.16666667 | |
| | Art Candidate - BA | 6.466666667 | 31 | 6.8 | 1.666666667 | |
| | Art Candidate - BFA | 14.56666667 | 55.4 | 9.266666667 | 1.4 | |
| | Art Candidate - GO | 2.266666667 | 4.866666667 | 5.8 | 4.733333333 | |
| | Art Education | 30.46666667 | 17.86666667 | 29.4 | 29 | |
| | Art-Fine Arts - GO | 4.1 | 8 | 4.933333333 | 1 | |
| | Arts and Humanities | 23.66666667 | 20 | 12.66666667 | 15.33333333 | |
| | Athletic Training | 58.73333333 | 67.1 | 90.3 | 102.7666667 | |
| | Biochemistry | 4.666666667 | 2.2 | 5.9 | 8.633333333 | |
| | Biology | 161.2 | 188.4 | 200.2666667 | 224.2333333 | |
| | Biology - GO | 4.9 | 11.76666667 | 6.066666667 | 14.03333333 | |
| | Business Administration | 315.4666667 | 109.2 | 88.26666667 | 51.2 | |
| | Chemistry - GO | | 2.866666667 | 0.666666667 | 2.066666667 | |
| | Chemistry-BA | 5.3 | 11.33333333 | 13.03333333 | 5.333333333 | |
| | Chemistry-BS | 7.5 | 8.033333333 | 11.86666667 | 21.36666667 | |
| | Communication | 201.0333333 | 146.7333333 | 163.9 | 147.0666667 | |
| | Communication - GO | 5.133333333 | 9.333333333 | 8.933333333 | 6.333333333 | |
| | Computer Science | 48.53333333 | 55.66666667 | 66.8 | 69.56666667 | |
| | Computer Science - GO | 4.133333333 | 3.4 | 4.733333333 | 5.266666667 | |
| | Criminology | 137.3666667 | 108.7 | 108.7 | 121.1 | |
| | Criminology - GO | 9 | 16.26666667 | 12.36666667 | 12.26666667 | |
| | Economics | 41.53333333 | 26.26666667 | 23.53333333 | 25.86666667 | |
| | Economics - BS | 26.7 | 17.73333333 | 14.96666667 | 16.16666667 | |
| | Economics - GO | | 0.933333333 | 2 | 1.6 | |
| | Electrical Engineering | 47.6 | 45.66666667 | 54.53333333 | 39.66666667 | |
| | Electrical Engineering - GO | 0.8 | 4.2 | 6.266666667 | 3.333333333 | |
| | Engineering - GO | 3.266666667 | 4.333333333 | 2.6 | 1.6 | |
| | English | 171.2666667 | 151.8666667 | 157.6333333 | 148.0333333 | |
| | English - GO | 0.6 | 5.966666667 | 4.266666667 | 8.266666667 | |
| | English Language Bridge - GO | 4.266666667 | 8.566666667 | 8.733333333 | 9.566666667 | |
| | Environ Safety & Health - GO | 0.933333333 | | 2.066666667 | 0.933333333 | |
| | Environmental Planning &Policy | 8.1 | 5.266666667 | 11.7 | 19.86666667 | |
| | Environmental Safety & Health | 11.06666667 | 10.6 | 9.3 | 3.933333333 | |
| | Environmental Science - BA | 20.56666667 | 22.36666667 | 18.46666667 | 13.7 | |
| | Environmental Science - BS | 21.96666667 | 23.96666667 | 27.86666667 | 42.53333333 | |
| | Environmental Science - GO | 0.8 | 4 | 3.933333333 | 3.666666667 | |
| | Exercise Physiology | 22.56666667 | 20.93333333 | 30 | 39.43333333 | |
| | Finance | 36.63333333 | 43.06666667 | 59.73333333 | 70.23333333 | |
| | French | 13.63333333 | 7.466666667 | 13.33333333 | 11.26666667 | |
| | General Management | 100.5666667 | 136.8666667 | 249.7 | 273.1 | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | **Student FTE by Academic Major** | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | Fall 2011 |
| BACC | General Science - GO | 3.466666667 | 5.333333333 | 5.2 | 2.133333333 | |
| | Geography/Anthropology | 70.96666667 | 44.7 | 43.5 | 53.43333333 | |
| | Geography/Anthropology - GO | | 2.2 | 1 | 1.733333333 | |
| | Geology | 1.466666667 | 3.133333333 | 0.9 | 1.666666667 | |
| | Geosciences - BA | 10.36666667 | 11.9 | 12.93333333 | 9.733333333 | |
| | Geosciences - BS | 7.133333333 | 5.2 | 4.3 | 5.3 | |
| | Geosciences - GO | 0.866666667 | 0.866666667 | 0.333333333 | | |
| | Health Fitness | 61.9 | 47.16666667 | 52.8 | 54.36666667 | |
| | Health Sciences | 43.9 | 30.2 | 53.2 | 92.5 | |
| | History | 141.2333333 | 112.5666667 | 106.6 | 97.73333333 | |
| | History - GO | 1.733333333 | 6.266666667 | 7.066666667 | 7.133333333 | |
| | Humanities - GO | 0.8 | 1 | | | |
| | Industrial Technology | 120 | 80.2 | 98.26666667 | 107.9 | |
| | Industrial Technology - GO | 1.666666667 | 2.333333333 | 1.066666667 | 3.066666667 | |
| | Leadership & Org Studies | 40.96666667 | 39.53333333 | 41.83333333 | 40.53333333 | |
| | Leadership & Org Studies - GO | 0.8 | 0.4 | 1.4 | 0.8 | |
| | Linguistics | 45.83333333 | 45.46666667 | 43.4 | 42 | |
| | Linguistics - GO | | 1.8 | 1.666666667 | 2.2 | |
| | Marketing | 28.8 | 54.83333333 | 88.33333333 | 99.93333333 | |
| | Mathematics | 38 | 43.73333333 | 52.26666667 | 48.33333333 | |
| | Mathematics - GO | 0.4 | 2.8 | 0.866666667 | | |
| | Mechanical Engineering | 34.5 | 38.83333333 | 50.96666667 | 55.06666667 | |
| | Mechanical Engineering - GO | | 0.866666667 | 2.666666667 | 3.066666667 | |
| | Media Studies | 154.9666667 | 134.6666667 | 105.9333333 | 114.4666667 | |
| | Media Studies - GO | 2.666666667 | 11.46666667 | 7.733333333 | 8.4 | |
| | Music - BA | 25.6 | 24.66666667 | 17.6 | 13.73333333 | |
| | Music Education | 57.1 | 59.93333333 | 73.03333333 | 64.43333333 | |
| | Music Education - GO | 0.866666667 | | | 1.066666667 | |
| | Music Performance | 75.4 | 84.7 | 70.8 | 60.63333333 | |
| | Music Performance - GO | 1.033333333 | 0.6 | 1.2 | 4.4 | |
| | Musical Theatre | 1.366666667 | 1.966666667 | 4.133333333 | 6.666666667 | |
| | Natural & Applied Science | | 34.46666667 | | | |
| | Natural & Applied Sciences | 36.9 | | 39.33333333 | 25.33333333 | |
| | Non Degree - Undergraduate | 352.762 | 460.457033 | 326.833267 | 302.7 | |
| | Nursing | 435.5666667 | 352.0333333 | 354.1666667 | 346.9666667 | |
| | Nursing Candidate | 4.233333333 | 3.466666667 | 0.866666667 | 0.2 | |
| | Philosophy | 43 | 26.66666667 | 28.6 | 23.43333333 | |
| | Physics | 13.53333333 | 13.2 | 12.56666667 | 14.06666667 | |
| | Political Science | 150.3666667 | 107.8 | 100.9 | 91.76666667 | |
| | Political Science - GO | 1 | 8.466666667 | 3.2 | 5.6 | |
| | Pre-Accounting | 0.8 | | 0.6 | | |
| | Pre-Accounting and Finance | 12.6 | 22.6 | 2.266666667 | 0.4 | |
| | Pre-Business Administration | 67.86666667 | 111.8 | 12.73333333 | 7.466666667 | |
| | Psychology | 263.2333333 | 224.6666667 | 236.4333333 | 249.0333333 | |
| | Psychology - GO | 12.46666667 | 28.2 | 13.96666667 | 20.03333333 | |
| | Self Designed | 60.13333333 | | 44.7 | 43.33333333 | |
| | Self Designed Major | | 48.4 | 1.866666667 | | |
| | Social & Behavorial Sci - GO | 2.6 | 4.866666667 | 6.4 | 6.866666667 | |
| | Social & Behav Sciences | 145.6 | 108.4333333 | 122.9666667 | 130.4666667 | |
| | Social Work | 146.3333333 | 111.3666667 | 114.9 | 104 | |
| | Social Work - GO | 6.066666667 | 7.133333333 | 2.866666667 | 5.6 | |
| | Sociology | 125.168 | 95.46666667 | 78.63333333 | 69.33333333 | |
| | Sociology - GO | 0.8 | 1.866666667 | 0.866666667 | | |

| Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Student FTE by Academic Major** | | | | | |
| | | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for nex Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | Fall 2011 |
| BACC | Sports Medicine | 5.233333333 | 5.666666667 | 0.8 | | |
| | Sports Medicine - GO | | 0.933333333 | | | |
| | Studio Art | 58.73333333 | 33.83333333 | 53.8 | 45.66666667 | |
| | Technology Education | 6.866666667 | 4.866666667 | 2.733333333 | 3.266666667 | |
| | Technology Education - GO | 0.5 | | | | |
| | Theatre | 63.56666667 | 51.8 | 56.2 | 58.36666667 | |
| | Theatre - GO | 1.8 | 3.733333333 | 3.833333333 | 5.9 | |
| | Therapeutic Recreation | 46.7 | 37.23333333 | 32.53333333 | 31.2 | |
| | Therapeutic Recreation - GO | 1.1 | 3.433333333 | 1.533333333 | 1.6 | |
| | Transfer Prgrm in Engineering | 9.6 | 16.46666667 | 14.4 | 11.06666667 | |
| | Undeclared | 544.3666667 | 888.9333333 | 879.8666667 | 762.8333333 | |
| | Undeclared - GO | 131.8 | 241.1666667 | 167.6 | 202.9 | |
| | Women and Gender Studies | 11.4 | 6.266666667 | 10.06666667 | 7.666666667 | |
| | Environ Planning & Policy - GO | | | 1.066666667 | 0.866666667 | |
| | Liberal Studies | | | 27.26666667 | 80 | |
| | National Student Exchange | | | 3.6 | 2.933333333 | |
| | Philosophy - GO | | | 0.866666667 | | |
| | Physics - GO | | | 0.866666667 | 0.866666667 | |
| | Sport Management | | | 17.8 | 40.26666667 | |
| | Mathematics Education | | | | 5.466666667 | |
| | Musical Theatre - GO | | | | 1 | |
| BACC Total | | 5558.663333 | 5548.390366 | 5489.499934 | 5488.266667 | |
| CERT | Accounting | | | | 2.866666667 | |
| | Risk Management & Insurance | | | | 0.6 | |
| CERT Total | | | | | 3.466666667 | |
| Grand Total | | 5564.663333 | 5551.257033 | 5491.233267 | 5491.733333 | |

**Standard 4: The Academic Program (Enrollment by GRADUATE Major)**

**Student Headcount by Academic Major**

| For Fall Term, as of Census Date | | 3 Years Prior (Fall 2007) | 2 Years Prior (Fall 2008) | 1 Year Prior (Fall 2009) | Current Year (Fall 2010) | Goal for next Year (Fall 2011) |
|---|---|---|---|---|---|---|
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of HEADCOUNT | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| CAS | Adult Learning | 8 | 5 | 3 | 1 | |
| | Counseling | 9 | 5 | 7 | 12 | |
| | Educational Leadership | 33 | 25 | 26 | 25 | |
| | English as a Second Language | 2 | | 1 | 3 | |
| | Literacy Education | 7 | 9 | 9 | 15 | |
| | Nursing | 2 | 1 | 3 | 1 | |
| CAS Total | | 61 | 45 | 49 | 57 | |
| CGS | Community Planning & Develop | | | 2 | 5 | |
| | Educational Leadership Certifi | | 1 | 7 | | |
| | English as a Second Language | | | | 2 | |
| | Health Policy and Management | 1 | | 2 | 7 | |
| | Leadership & Organizational St | | 1 | | | |
| | Leadership Studies | | | 1 | 1 | |
| | Literacy Education | | | 1 | 3 | |
| | Mental Health Rehabilitation | | 1 | 5 | 2 | |
| | Statistics | | 1 | | | |
| | Applied Behavior Analysis | | | 5 | 5 | |
| | Applied Research & Eval Meth | | | 2 | 1 | |
| | Early Language and Literacy | | | 3 | | |
| | Non Profit Management | | | 5 | 7 | |
| | Practice Management | | | 1 | 2 | |
| | Public Health | | | 2 | 5 | |
| | Assistant Principal | | | | 32 | |
| | Child & Family Policy & Manage | | | | 1 | |
| | Culturally Responsive Practice | | | | 1 | |
| | Nursing Education | | | | 2 | |
| | Performance Management & Meas | | | | 1 | |
| CGS Total | | 1 | 4 | 36 | 77 | |
| JD | Law | 251 | 267 | 261 | 275 | |
| | Non Degree - Law | 3 | 2 | 6 | 8 | |
| JD Total | | 254 | 269 | 267 | 283 | |
| MA | Accounting | 23 | 32 | 19 | 8 | |
| | Adult Education | 38 | 30 | 37 | | |
| | American & New England Studies | 43 | 34 | 26 | 32 | |
| | Applied Immunology | | 15 | | | |
| | Applied Literacy | 7 | 8 | 3 | 2 | |
| | Applied Medical Sciences | 15 | | 12 | 11 | |
| | Biology | 22 | 17 | 13 | 11 | |
| | Business Administration | 145 | 119 | 113 | 117 | |
| | Community Planning & Develop | 18 | 19 | 26 | 38 | |
| | Composition | 1 | 1 | 3 | 4 | |
| | Computer Science | 10 | 11 | 10 | 12 | |
| | Conducting | 3 | 3 | 6 | 1 | |
| | Counseling | 10 | 4 | 136 | 128 | |
| | Counseling/Mental Health-MS | 54 | 65 | | | |
| | Counseling/Rehabilitation-MS | 22 | 20 | | | |

| Standard 4: The Academic Program (Enrollment by GRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Student Headcount by Academic Major** | | | | | |
| | | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| MA | Counseling/School-MS | 36 | 42 | | | |
| | Creative Writing | 93 | 89 | 94 | 94 | |
| | Educational Leadership | 78 | 35 | 31 | 45 | |
| | Educational Psychology | | 1 | 4 | 9 | |
| | Health Policy and Management | 20 | 23 | 22 | 26 | |
| | Jazz Studies | 4 | 1 | 1 | 3 | |
| | Leadership Studies | 28 | 15 | 24 | 17 | |
| | Literacy Education | 49 | 39 | 37 | 48 | |
| | Manufacturing Systems | 15 | 2 | 1 | | |
| | Music Education | 1 | 2 | 2 | 2 | |
| | Music Performance | 6 | 8 | 9 | 7 | |
| | Non Degree - Graduate | 617 | 541 | 448 | 379 | |
| | Nursing | 108 | 100 | 104 | 101 | |
| | Occupational Therapy | 50 | 51 | 60 | 61 | |
| | Professional Educator | 40 | 47 | 55 | 50 | |
| | Public Policy and Management | 60 | 55 | 65 | 65 | |
| | School Psychology | 22 | 17 | 5 | 2 | |
| | Social Work | 67 | 58 | 73 | 96 | |
| | Special Education | 109 | 78 | 39 | | |
| | Statistics | 16 | 12 | 10 | 10 | |
| | Teaching and Learning | 154 | 165 | 175 | 191 | |
| | Abilities & Disabil Studies | | | | 42 | |
| | Adult and Higher Education | | | | 39 | |
| MA Total | | 1984 | 1759 | 1663 | 1651 | |
| PHD | Public Policy and Management | 21 | 15 | 1 | 3 | |
| | School Psychology | 19 | 22 | 21 | 22 | |
| PHD Total | | 40 | 37 | 22 | 25 | |
| Grand Total | | 2340 | 2114 | 2037 | 2093 | |

**Standard 4: The Academic Program (Enrollment by GRADUATE Major)**

**Student Credit Hours by Academic Major**

| For Fall Term, as of Census Date | | 3 Years Prior (Fall 2007) | 2 Years Prior (Fall 2008) | 1 Year Prior (Fall 2009) | Current Year (Fall 2010) | Goal for next Year (Fall 2011) |
|---|---|---|---|---|---|---|
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of Um Unt Tak Prg Rc SUM | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| CAS | Adult Learning | 32 | 21 | 12 | 6 | |
| | Counseling | 33 | 21 | 33 | 57 | |
| | Educational Leadership | 126 | 90 | 96 | 87 | |
| | English as a Second Language | 6 | | 3 | 12 | |
| | Literacy Education | 21 | 27 | 27 | 51 | |
| | Nursing | 7 | 5 | 19 | 8 | |
| CAS Total | | 225 | 164 | 190 | 221 | |
| CGS | Community Planning & Develop | | | 6 | 21 | |
| | Educational Leadership Certifi | | 3 | 24 | | |
| | English as a Second Language | | | | 9 | |
| | Health Policy and Management | 3 | | 7 | 29 | |
| | Leadership & Organizational St | | 3 | | | |
| | Leadership Studies | | | 3 | 6 | |
| | Literacy Education | | | 3 | 9 | |
| | Mental Health Rehabilitation | | 3 | 30 | 9 | |
| | Statistics | | 3 | | | |
| | Applied Behavior Analysis | | | 15 | 21 | |
| | Applied Research & Eval Meth | | | 6 | 3 | |
| | Early Language and Literacy | | | 9 | | |
| | Non Profit Management | | | 21 | 21 | |
| | Practice Management | | | 5 | 6 | |
| | Public Health | | | 6 | 18 | |
| | Assistant Principal | | | | 96 | |
| | Child & Family Policy & Manage | | | | 3 | |
| | Culturally Responsive Practice | | | | 3 | |
| | Nursing Education | | | | 6 | |
| | Performance Management & Meas | | | | 3 | |
| CGS Total | | 3 | 12 | 135 | 263 | |
| JD | Law | 3728 | 3966.5 | 3866 | 3999 | |
| | Non Degree - Law | 21 | 26 | 57 | 88 | |
| JD Total | | 3749 | 3992.5 | 3923 | 4087 | |
| MA | Accounting | 193 | 222 | 111 | 42 | |
| | Adult Education | 168 | 132 | 168 | | |
| | American & New England Studies | 222 | 189 | 150 | 184 | |
| | Applied Immunology | | 98 | | | |
| | Applied Literacy | 21 | 24 | 9 | 12 | |
| | Applied Medical Sciences | 116 | | 79 | 74 | |
| | Biology | 162 | 124 | 109 | 60 | |
| | Business Administration | 885 | 695 | 676 | 710.5 | |
| | Community Planning & Develop | 153 | 166 | 219 | 357 | |
| | Composition | 6.5 | 6.5 | 22 | 38.5 | |
| | Computer Science | 51 | 65 | 67 | 85 | |
| | Conducting | 20.5 | 21.5 | 32 | 9.5 | |
| | Counseling | 69 | 21 | 968 | 887 | |
| | Counseling/Mental Health-MS | 361 | 464 | | | |
| | Counseling/Rehabilitation-MS | 120 | 123 | | | |

| Standard 4: The Academic Program (Enrollment by GRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Student Credit Hours by Academic Major** | | | | | |
| | | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| MA | Counseling/School-MS | 258 | 333 | | | |
| | Creative Writing | 837 | 801 | 846 | 846 | |
| | Educational Leadership | 333 | 144 | 123 | 186 | |
| | Educational Psychology | | 9 | 27 | 60 | |
| | Health Policy and Management | 125 | 122 | 122 | 183 | |
| | Jazz Studies | 29 | 6 | 9 | 23.5 | |
| | Leadership Studies | 96 | 51 | 126 | 96 | |
| | Literacy Education | 186 | 156 | 141 | 183 | |
| | Manufacturing Systems | 54 | 12 | 6 | | |
| | Music Education | 3 | 6 | 6 | 7.5 | |
| | Music Performance | 50 | 72.5 | 62.5 | 60.5 | |
| | Non Degree - Graduate | 2103 | 1947.5 | 1555 | 1292 | |
| | Nursing | 1011 | 955.5 | 917 | 953 | |
| | Occupational Therapy | 524 | 518 | 696 | 731 | |
| | Professional Educator | 120 | 148 | 174 | 195 | |
| | Public Policy and Management | 372 | 343 | 419 | 431 | |
| | School Psychology | 165 | 92.5 | 19.5 | 6 | |
| | Social Work | 722.5 | 608.5 | 776.5 | 955.5 | |
| | Special Education | 678.5 | 472 | 151 | | |
| | Statistics | 108 | 83 | 66 | 69 | |
| | Teaching and Learning | 1192.5 | 1343 | 1611 | 1803 | |
| | Abilities & Disabil Studies | | | | 175 | |
| | Adult and Higher Education | | | | 169 | |
| MA Total | | 11515.5 | 10574.5 | 10463.5 | 10884.5 | |
| PHD | Public Policy and Management | 45 | 28 | 1 | 7 | |
| | School Psychology | 162 | 176 | 175.5 | 205 | |
| PHD Total | | 207 | 204 | 176.5 | 212 | |
| Grand Total | | 15699.5 | 14947 | 14888 | 15667.5 | |

**Standard 4: The Academic Program (Enrollment by GRADUATE Major)**

**Student FTE by Academic Major**

| For Fall Term, as of Census Date | | 3 Years Prior (Fall 2007) | 2 Years Prior (Fall 2008) | 1 Year Prior (Fall 2009) | Current Year (Fall 2010) | Goal for next Year (Fall 2011) |
|---|---|---|---|---|---|---|
| NEASC LEVEL | (Multiple Items) | | | | | |
| Sum of FTE SUM | | Strm | | | | |
| Degree | Um Acad Plan Descr | 0810 | 0910 | 1010 | 1110 | |
| CAS | Adult Learning | 3.555555556 | 2.333333333 | 1.333333333 | 0.666666667 | |
| | Counseling | 3.666666667 | 2.333333333 | 3.666666667 | 6.333333333 | |
| | Educational Leadership | 14 | 10 | 10.66666667 | 9.666666667 | |
| | English as a Second Language | 0.666666667 | | 0.333333333 | 1.333333333 | |
| | Literacy Education | 2.333333333 | 3 | 3 | 5.666666667 | |
| | Nursing | 0.777777778 | 0.555555556 | 2.111111111 | 0.888888889 | |
| CAS Total | | 25 | 18.22222222 | 21.11111111 | 24.55555556 | |
| CGS | Community Planning & Develop | | | 0.666666667 | 2.333333333 | |
| | Educational Leadership Certifi | | 0.333333333 | 2.666666667 | | |
| | English as a Second Language | | | | 1 | |
| | Health Policy and Management | 0.333333333 | | 0.777777778 | 3.222222222 | |
| | Leadership & Organizational St | | 0.333333333 | | | |
| | Leadership Studies | | | 0.333333333 | 0.666666667 | |
| | Literacy Education | | | 0.333333333 | 1 | |
| | Mental Health Rehabilitation | | 0.333333333 | 3.333333333 | 1 | |
| | Statistics | | 0.333333333 | | | |
| | Applied Behavior Analysis | | | 1.666666667 | 2.333333333 | |
| | Applied Research & Eval Meth | | | 0.666666667 | 0.333333333 | |
| | Early Language and Literacy | | | 1 | | |
| | Non Profit Management | | | 2.333333333 | 2.333333333 | |
| | Practice Management | | | 0.555555556 | 0.666666667 | |
| | Public Health | | | 0.666666667 | 2 | |
| | Assistant Principal | | | | 10.66666667 | |
| | Child & Family Policy & Manage | | | | 0.333333333 | |
| | Culturally Responsive Practice | | | | 0.333333333 | |
| | Nursing Education | | | | 0.666666667 | |
| | Performance Management & Meas | | | | 0.333333333 | |
| CGS Total | | 0.333333333 | 1.333333333 | 15 | 29.22222222 | |
| JD | Law | 249.9333333 | 264.4333333 | 257.7333333 | 266.6 | |
| | Non Degree - Law | 1.4 | 1.733333333 | 3.8 | 5.866666667 | |
| JD Total | | 251.3333333 | 266.1666667 | 261.5333333 | 272.4666667 | |
| MA | Accounting | 21.44444444 | 24.66666667 | 12.33333333 | 4.666666667 | |
| | Adult Education | 18.66666667 | 14.66666667 | 18.66666667 | | |
| | American & New England Studies | 25 | 21 | 16.66666667 | 20.44444444 | |
| | Applied Immunology | | 10.88888889 | | | |
| | Applied Literacy | 2.333333333 | 2.666666667 | 1 | 1.333333333 | |
| | Applied Medical Sciences | 12.88888889 | | 8.777777778 | 8.222222222 | |
| | Biology | 18 | 13.77777778 | 12.11111111 | 6.666666667 | |
| | Business Administration | 98.33333333 | 77.22222222 | 75.11111111 | 78.94444444 | |
| | Community Planning & Develop | 17 | 18.44444444 | 24.33333333 | 39.66666667 | |
| | Composition | 0.722222222 | 0.722222222 | 2.444444444 | 4.277777778 | |
| | Computer Science | 5.666666667 | 7.222222222 | 7.444444444 | 9.444444444 | |
| | Conducting | 2.277777778 | 2.388888889 | 3.555555556 | 1.055555556 | |
| | Counseling | 7.666666667 | 2.333333333 | 107.5555556 | 98.55555556 | |
| | Counseling/Mental Health-MS | 40.11111111 | 51.55555556 | | | |
| | Counseling/Rehabilitation-MS | 13.33333333 | 13.66666667 | | | |
| | Counseling/School-MS | 28.66666667 | 37 | | | |
| | Creative Writing | 93 | 89 | 94 | 94 | |
| | Educational Leadership | 37 | 16 | 13.66666667 | 20.66666667 | |
| | Educational Psychology | | 1 | 3 | 6.666666667 | |
| | Health Policy and Management | 14.88888889 | 13.55555556 | 13.55555556 | 20.33333333 | |
| | Jazz Studies | 3.222222222 | 0.666666667 | 1 | 2.611111111 | |

| Standard 4: The Academic Program (Enrollment by GRADUATE Major) | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | **Student FTE by Academic Major** | | | | | |
| | | | | | | |
| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Goal for next Year |
| For Fall Term, as of Census Date | | (Fall 2007 ) | (Fall 2008 ) | (Fall 2009 ) | (Fall 2010 ) | (Fall 2011 ) |
| MA | Leadership Studies | 10.66666667 | 5.666666667 | 14 | 10.66666667 | |
| | Literacy Education | 20.66666667 | 17.33333333 | 15.66666667 | 20.33333333 | |
| | Manufacturing Systems | 6 | 1.333333333 | 0.666666667 | | |
| | Music Education | 0.333333333 | 0.666666667 | 0.666666667 | 0.833333333 | |
| | Music Performance | 5.555555556 | 8.055555556 | 6.944444444 | 6.722222222 | |
| | Non Degree - Graduate | 241.7222222 | 216.3888889 | 172.7777778 | 143.5555556 | |
| | Nursing | 112.3333333 | 106.1666667 | 101.8888889 | 105.8888889 | |
| | Occupational Therapy | 58.22222222 | 57.55555556 | 77.33333333 | 81.22222222 | |
| | Professional Educator | 13.33333333 | 16.44444444 | 19.33333333 | 21.66666667 | |
| | Public Policy and Management | 44 | 38.11111111 | 46.55555556 | 47.88888889 | |
| | School Psychology | 18.33333333 | 10.27777778 | 2.166666667 | 0.666666667 | |
| | Social Work | 81.72222222 | 67.61111111 | 86.27777778 | 106.1666667 | |
| | Special Education | 75.38888889 | 52.44444444 | 16.77777778 | | |
| | Statistics | 12 | 9.222222222 | 7.333333333 | 7.666666667 | |
| | Teaching and Learning | 132.5 | 149.2222222 | 179 | 200.3333333 | |
| | Abilities & Disabil Studies | | | | 19.44444444 | |
| | Adult and Higher Education | | | | 18.77777778 | |
| MA Total | | 1293 | 1174.944444 | 1162.611111 | 1209.388889 | |
| PHD | Public Policy and Management | 5 | 3.111111111 | 0.111111111 | 0.777777778 | |
| | School Psychology | 18 | 19.55555556 | 19.5 | 22.77777778 | |
| PHD Total | | 23 | 22.66666667 | 19.61111111 | 23.55555556 | |
| Grand Total | | 1592.666667 | 1483.333333 | 1479.866667 | 1559.188889 | |

**Standard 4: The Academic Program (Credit Hours Generated)**

**Credit Hours Genereated by Department or Comparable Academic Unit**

For Fall, Spring and Summer Term, as of Census Date

| | 3 Years Prior (FY 2008 ) | 2 Years Prior (FY 2009 ) | 1 Year Prior (FY 2010 ) | Current Year (FY 2011 ) | Goal for next Year (Fall 2012 ) |
|---|---|---|---|---|---|
| Acad Org Description | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Term | |
| Course Career | UGRD | | | | |
| | | | | | |
| | Values | | | | |
| **Row Labels** | **Sum of 3 Years Prior** | **Sum of 2 Years Prior** | **Sum of 1 Year Prior** | **Sum of Current Term** | |
| Communications & Media Studies | 6037 | 6964.5 | 6156.5 | 2762 | |
| USM Academic Affairs | 1290 | 1209 | 4253 | 3144 | |
| USM Accounting | 4540 | 4423 | 4928 | 2181 | |
| USM Air Force ROTC | 4 | 0 | 9 | 4 | |
| USM App Sci, Engin & Tech | 2783 | 2566 | 2818 | 1453 | |
| USM Applied Medical Sciences | 5 | 6 | 6 | 6 | |
| USM Army ROTC | 93 | 181 | 293 | 137 | |
| USM Art | 5975 | 5383 | 5019 | 2454 | |
| USM Arts & Sciences | 106 | 23 | 29 | 14 | |
| USM Biology | 7088.5 | 7383 | 7993 | 3599 | |
| USM Business | 0 | 0 | 0 | 0 | |
| USM Business Administration | 10550 | 10289 | 10182 | 4491 | |
| USM Chemistry | 3050 | 2992 | 3445 | 1536 | |
| USM College Arts & Sciences | 138 | 147 | 153 | 0 | |
| USM College of Nursing | 5388 | 2831 | 2750.5 | 279 | |
| USM Computer Science | 1302 | 1495 | 1565 | 785 | |
| USM Core Curriculum | 96 | 39 | 18 | 0 | |
| USM Criminology | 2397 | 2232 | 3187 | 1419 | |
| USM Department of Technology | 489 | 243 | 282 | 180 | |
| USM Economics | 5148 | 4891 | 5292 | 2319 | |
| USM Electrical Engineering | 1283 | 1359 | 1243 | 539 | |
| USM English | 13786 | 13118 | 12552 | 6899 | |
| USM Environmental Science | 1328.5 | 1363 | 1524 | 545 | |
| USM Geography & Anthropology | 2940 | 2874 | 2636 | 1072 | |
| USM Geosciences | 1984.17 | 1818.5 | 1686.5 | 693 | |
| USM Greater Portland Alliance | 51 | 57 | 40 | 15 | |
| USM History | 6414 | 5754 | 5940 | 2868 | |
| USM Honors | 527 | 615 | 630 | 373 | |
| USM Human Resource Development | 3111 | 2185 | 1923 | 1131 | |
| USM International Studies | 3 | 0 | 0 | 0 | |
| USM Learning Foundations | 1264.5 | 1333 | 1046.5 | 631 | |
| USM Lewiston Auburn College | 8349.5 | 9280 | 11374.5 | 5670 | |
| USM Linguistics | 2787 | 2154 | 2354 | 1018 | |
| USM Mathematics | 16369.34 | 16024 | 14612 | 7576 | |
| USM Mod & Class Languages | 4591.5 | 4342 | 4399 | 2082.5 | |
| USM Music | 7008.5 | 6199 | 6023.5 | 3104 | |
| USM Nursing | 9250 | 11111 | 9177.5 | 4715 | |
| USM Other | 41.02 | 0 | 0 | 0 | |
| USM Philosophy | 4752 | 4039 | 4205 | 2069 | |
| USM Physical Education | 850 | 760 | 707 | 352 | |
| USM Physics | 3282 | 3359 | 3582.5 | 1279 | |
| USM Political Science | 4164 | 3880 | 3669 | 1689 | |
| USM Professional Devl Ctr | 0 | 498 | 537 | 186 | |
| USM Professional Education | 1776.34 | 24 | 3 | 0 | |
| USM Psychology | 8675.5 | 8302.5 | 7566.5 | 2953.5 | |
| USM Rec & Leisure Studies | 1596 | 2215 | 2406 | 1131 | |
| USM Russell Scholars Program | 467 | 575 | 521 | 308 | |
| USM Social Work | 2523 | 2202 | 2391 | 1143 | |
| USM Sociology | 4623.5 | 3923 | 3555 | 1634 | |
| USM Sports Medicine | 1752 | 2667 | 3408 | 1406 | |
| USM Teacher Education | 168 | 1067 | 1133 | 512 | |
| USM Theatre | 4179 | 3731 | 3274 | 1510.5 | |
| USM Women & Gender Studies | 717 | 621 | 876 | 350 | |
| Weekend College | 0 | 3237 | 1690 | 234 | |
| **Grand Total** | **177093.87** | **173984.5** | **175064.5** | **82451.5** | |

**Standard 4: The Academic Program (Credit Hours Generated)**

**Credit Hours Genereated by Department**
**or Comparable Academic Unit**

For Fall, Spring and Summer Term, as of Census Date

| | 3 Years Prior (FY 2008 ) | 2 Years Prior (FY 2009 ) | 1 Year Prior (FY 2010 ) | Current Year (FY 2011 ) | Goal for next Year (Fall 2012 ) |
|---|---|---|---|---|---|
| Acad Org Description | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Term | |
| Course Career | GRAD | | | | |

| Row Labels | Values Sum of 3 Years Prior | Sum of 2 Years Prior | Sum of 1 Year Prior | Sum of Current Term | |
|---|---|---|---|---|---|
| USM Accounting | 375 | 456 | 234 | 189 | |
| USM American & NE Studies | 522 | 441 | 402 | 186 | |
| USM App Sci, Engin & Tech | 54 | 0 | 0 | 0 | |
| USM Applied Medical Sciences | 486 | 416 | 382 | 172 | |
| USM Biology | 385 | 314 | 303 | 112 | |
| USM Business Administration | 1930 | 1425 | 1479 | 648 | |
| USM Chemistry | 8 | 14 | 15 | 12 | |
| USM College of Nursing | 66 | 0 | 45 | 0 | |
| USM Computer Science | 66 | 110 | 72 | 21 | |
| USM Creative Writing | 2757 | 2745 | 2859 | 846 | |
| USM Electrical Engineering | 3 | 0 | 0 | 0 | |
| USM Geography & Anthropology | 30 | 93 | 63 | 42 | |
| USM Human Resource Development | 1793 | 3593 | 3953 | 1560 | |
| USM Learning Foundations | 0 | 0 | 7.5 | 7.5 | |
| USM Lewiston Auburn College | 1424 | 1531 | 2119 | 1157 | |
| USM Mathematics | 306 | 216 | 134 | 69 | |
| USM Mod & Class Languages | 0 | 3 | 18 | 15 | |
| USM Music | 371.5 | 381.5 | 411 | 134 | |
| USM Muskie School of Pub Svc | 2004 | 2122 | 2403 | 1000 | |
| USM Nursing | 2170 | 2198 | 2022 | 776 | |
| USM Other | 67 | 0 | 0 | 0 | |
| USM Professional Devl Ctr | 1700 | 2443 | 2067 | 459 | |
| USM Professional Education | 12450.5 | 4343 | 3837 | 1095 | |
| USM Social Work | 1499 | 1333 | 1712 | 842.5 | |
| USM Teacher Education | 115 | 4065 | 4032 | 1565 | |
| USM Theatre | 60 | 63 | 6 | 0 | |
| Weekend College | 0 | 216 | 30 | 0 | |
| **Grand Total** | **30642** | **28521.5** | **28605.5** | **10908** | |

| Standard 4: The Academic Program (Credit Hours Generated) | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| **Credit Hours Genereated by Department** | | | | | |
| **or Comparable Academic Unit** | | | | | |
| | | | | | |
| For Fall, Spring and Summer Term, as of Census Date | | | | | |
| | 3 Years | 2 Years | 1 Year | Current | Goal for next |
| | Prior | Prior | Prior | Year | Year |
| | (FY 2008 ) | (FY 2009 ) | (FY 2010 ) | (FY 2011 ) | (Fall 2012 ) |
| Acad Org Description | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Term | |
| Course Career | LAW | | | | |
| | | | | | |
| | Values | | | | |
| Row Labels | Sum of 3 Years Prior | Sum of 2 Years Prior | Sum of 1 Year Prior | Sum of Current Term | |
| Maine School of Law | 7571 | 8140 | 7985 | 3897 | |
| **Grand Total** | **7571** | **8140** | **7985** | **3897** | |

## Standard 5: Faculty
## (Rank, Gender, and Salary, Fall Term)

| | | 3 Years Prior (FY 2007) | | 2 Years Prior (FY 2008) | | 1 Year Prior (FY 2009) | | Current Year (FY 2010) | | Next Year (FY 2011) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **Number of Faculty** | | | | | | | | | | | |
| Professor | Male | 83 | 9 | 84 | 7 | 83 | 6 | 88 | 6 | | |
| | Female | 24 | 4 | 27 | 3 | 28 | 2 | 28 | 3 | | |
| Associate | Male | 81 | 7 | 90 | 6 | 88 | 6 | 86 | 6 | | |
| | Female | 87 | 7 | 85 | 12 | 85 | 8 | 81 | 9 | | |
| Assistant | Male | 35 | 9 | 23 | 11 | 23 | 10 | 20 | 6 | | |
| | Female | 24 | 11 | 22 | 11 | 22 | 10 | 22 | 11 | | |
| Lecturer III | Male | | 48 | | 43 | | 45 | | 38 | | |
| | Female | | 47 | | 44 | | 46 | | 46 | | |
| Lecturer II | Male | | 22 | | 24 | | 25 | | 25 | | |
| | Female | | 42 | | 42 | | 40 | | 39 | | |
| Lecturer/Instructor | Male | 15 | 49 | 18 | 49 | 13 | 26 | 12 | 27 | | |
| | Female | 26 | 62 | 29 | 68 | 25 | 67 | 19 | 58 | | |
| Other | Male | 1 | | 2 | 1 | 2 | 1 | | 1 | | |
| | Female | | | | | | | | | | |
| Total | Male | 215 | 144 | 217 | 141 | 209 | 119 | 206 | 109 | - | - |
| | Female | 161 | 242 | 163 | 180 | 160 | 173 | 150 | 166 | - | - |
| **Total Faculty** | | | | | | | | | | | |
| Professor | | 107 | 13 | 111 | 10 | 111 | 8 | 116 | 9 | - | - |
| Associate | | 168 | 14 | 175 | 18 | 173 | 14 | 167 | 15 | - | - |
| Assistant | | 59 | 20 | 45 | 22 | 45 | 20 | 42 | 17 | - | - |
| Lecturer III | | - | 95 | - | 87 | - | 91 | - | 84 | - | - |
| Lecturer II | | - | 64 | - | 66 | - | 65 | - | 64 | | |
| Lecturer/Instructor | | 41 | 111 | 47 | 117 | 38 | 93 | 31 | 85 | | |
| Other | | 1 | - | 2 | 1 | 2 | 1 | - | 1 | - | - |
| Total | | 376 | 386 | 380 | 321 | 369 | 292 | 356 | 275 | - | - |
| **Salary for Academic Year** | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Professor | Minimum | $31,489.20 | $7,680.00 | $33,243.14 | $1,920.00 | $35,438.88 | $7,000.02 | $43,052.04 | $8,394.00 | | |
| | Mean | $83,265.42 | $9,800.00 | $87,575.33 | $7,756.26 | $91,026.57 | $12,912.01 | $92,949.94 | $10,259.33 | | |
| Associate | Minimum | $36,286.32 | $6,864.00 | $38,288.46 | $6,942.00 | $39,479.52 | $7,290.00 | $42,923.29 | $7,290.00 | | |
| | Mean | $65,371.28 | $15,063.27 | $68,916.42 | $14,843.85 | $71,113.96 | $15,629.31 | $72,915.09 | $12,467.00 | | |
| Assistant | Minimum | $41,715.00 | $5,712.00 | $44,038.52 | $1,402.00 | $42,332.04 | $6,240.00 | $42,967.02 | $6,240.00 | | |
| | Mean | $51,696.81 | $14,163.76 | $54,802.78 | $15,005.39 | $57,581.03 | $15,914.15 | $57,145.13 | $14,394.45 | | |
| Lecturer III | Minimum | | $960.00 | | $1,308.00 | | $2,500.00 | | $4,562.00 | | |
| | Mean | | $13,444.14 | | $12,794.06 | | $14,186.70 | | $14,303.05 | | |
| Lecturer II | Minimum | | $1,884.00 | | $1,852.00 | | $1,250.00 | | $3,088.00 | | |
| | Mean | | $11,732.59 | | $11,681.52 | | $12,388.55 | | $10,095.06 | | |
| Lecturer/Instructor | Minimum | $31,827.00 | $676.28 | $35,918.76 | $396.00 | $36,996.36 | $428.52 | $37,551.36 | $685.60 | | |
| | Mean | $42,796.58 | $7,640.35 | $45,036.97 | $7,887.95 | $46,703.51 | $9,398.43 | $47,130.30 | $8,981.82 | | |
| Other | Minimum | $42,778.44 | | $45,161.28 | | $46,516.08 | $55,620.00 | | $56,454.30 | | |
| | Mean | $42,778.44 | | $80,777.94 | | $82,976.26 | $55,620.00 | | $56,454.30 | | |

## Standard 5: Faculty
## (Highest Degrees and Teaching Assignments, Fall Term)

| | | 3 Years Prior (FY 2007) | | 2Years Prior (FY 2008) | | 1 Year Prior (FY 2009) | | Current Year (FY 2010) | | Next Year (FY 2011) | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ? | | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **Highest Degree Earned: Doctorate** | | | | | | | | | | | |
| Professor | | 91 | 7 | 95 | 5 | 96 | 3 | 102 | 4 | | |
| Associate | | 139 | 6 | 145 | 13 | 137 | 9 | 135 | 10 | | |
| Assistant | | 53 | 14 | 46 | 15 | 49 | 13 | 44 | 9 | | |
| Lecturer III | | | 26 | | 25 | | 23 | | 28 | | |
| Lecturer II | | | 7 | | 5 | | 7 | | 7 | | |
| Lecturer/Instructor | | 12 | 9 | 13 | 6 | 10 | 9 | 9 | 5 | | |
| Other | | 7 | 10 | 7 | 9 | 8 | 7 | 8 | 6 | | |
| Total | | 302 | 79 | 306 | 78 | 300 | 71 | 298 | 69 | - | - |
| **Highest Degree Earned: Master's** | | | | | | | | | | | |
| Professor | | 11 | 2 | 10 | 3 | 10 | 3 | 10 | 4 | | |
| Associate | | 19 | 8 | 22 | 7 | 20 | 7 | 23 | 7 | | |
| Assistant | | 7 | 6 | 3 | 8 | 2 | 7 | 2 | 9 | | |
| Lecturer III | | | 49 | | 44 | | 51 | | 42 | | |
| Lecturer II | | | 33 | 1 | 37 | 1 | 34 | | 40 | | |
| Lecturer/Instructor | | 18 | 53 | 22 | 64 | 21 | 59 | 16 | 48 | | |
| Other | | 26 | 12 | 26 | 14 | 29 | 13 | 23 | 10 | | |
| Total | | 81 | 163 | 84 | 177 | 83 | 174 | 74 | 160 | - | - |
| **Highest Degree Earned: Bachelor's** | | | | | | | | | | | |
| Professor | | | | | | | | | | | |
| Associate | | | | | | | | | | | |
| Assistant | | | 1 | | | | | | | | |
| Lecturer III | | | 14 | | 11 | | 15 | | 14 | | |
| Lecturer II | | | 11 | | 12 | | 15 | | 16 | | |
| Lecturer/Instructor | | 4 | 18 | 4 | 19 | 2 | 18 | 2 | 22 | | |
| Other | | 6 | 9 | 8 | 12 | 7 | 11 | 6 | 9 | | |
| Total | | 10 | 53 | 12 | 54 | 9 | 59 | 8 | 61 | - | - |
| **Highest Degree Earned: No Data Available** | | | | | | | | | | | |
| Professor | | | 3 | | 1 | | 1 | | 1 | | |
| Associate | | | 1 | | | | | | | | |
| Assistant | | | 1 | | | | | | | | |
| Lecturer III | | | 7 | | 6 | | 5 | | 4 | | |
| Lecturer II | | | 11 | | 11 | | 9 | | 7 | | |
| Lecturer/Instructor | | | 10 | | 16 | | 7 | | 8 | | |
| Other | | 23 | 33 | 22 | 38 | 20 | 41 | 22 | 33 | | |
| Total | | 23 | 66 | 22 | 72 | 20 | 63 | 22 | 53 | - | - |
| ? | | | | | | | | | | | |
| **Fall Teaching Load, in credit hours** | | | | | | | | | | | |
| Professor | Maximum | 19.0 | 12.0 | 39.0 | 7.0 | 26.0 | 9.5 | 27.0 | 6.0 | | |
| | Median | 8.3 | 4.5 | 9.4 | 3.4 | 9.0 | 4.4 | 9.3 | 3.7 | | |
| Associate | Maximum | 28.0 | 18.0 | 28.0 | 21.0 | 37.0 | 30.0 | 45.0 | 27.0 | | |
| | Median | 9.9 | 6.1 | 9.4 | 5.8 | 10.0 | 6.3 | 10.0 | 5.4 | | |
| Assistant | Maximum | 42.0 | 12.0 | 24.0 | 14.0 | 22.0 | 13.5 | 21.0 | 16.5 | | |
| | Median | 10.5 | 6.5 | 9.7 | 7.3 | 9.6 | 6.8 | 9.4 | 7.3 | | |
| Lecturer III | Maximum | | 15.0 | | 15.0 | | 13.0 | | 18.0 | | |
| | Median | | 6.0 | | 6.0 | | 6.2 | | 6.3 | | |
| Lecturer II | Maximum | | 15.0 | | 18.0 | | 15.0 | | 12.0 | | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Median | | 5.5 | | 5.4 | | 5.2 | | 4.6 | | |
| Lecturer/Instructor | Maximum | 22.0 | 22.3 | 24.7 | 11.8 | 25.0 | 19.1 | 21.0 | 18.0 | | |
| | Median | 12.7 | 4.4 | 12.7 | 4.0 | 12.0 | 4.4 | 11.7 | 4.5 | | |
| Other | Maximum | 43.0 | 198.4 | 35.5 | 194.7 | 22.7 | 45.0 | 30.2 | 70.9 | | |
| | Median | 5.5 | 14.3 | 4.7 | 13.2 | 4.7 | 11.9 | 5.2 | 14.2 | | |

**Explanation of teaching load (if not measured in credit hours)**:

## Standard 5: Faculty
## (Appointments, Tenure, Departures, and Retirements, Full Academic Year)

| | 3 Years Prior (FY 2007) | | 2 Years Prior (FY 2008) | | 1 Year Prior (FY 2009) | | Current Year (FY 2010) | | Next Year (FY 2011) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| **# of Faculty Appointed** ? | | | | | | | | | | |
| Professor | 1 | 7 | | 5 | 1 | 3 | | 4 | | |
| Associate | 1 | 6 | 3 | 13 | 1 | 9 | 2 | 10 | | |
| Assistant | 3 | 14 | 9 | 15 | 3 | 13 | 2 | 9 | | |
| Lecturer III | | 26 | | 25 | | 23 | | 28 | | |
| Lecturer II | | 7 | | 5 | | 7 | | 7 | | |
| Lecturer/Instructor | 3 | 9 | 2 | 6 | 1 | 9 | | 5 | | |
| Other | | 10 | | 9 | | 7 | | 6 | | |
| Total | 8 | 79 | 14 | 78 | 6 | 71 | 4 | 69 | - | - |
| **# of Faculty in Tenured Positions** ? | | | | | | | | | | |
| Professor | 106 | | 110 | 1 | 110 | 3 | 114 | 4 | | |
| Associate | 160 | 8 | 162 | | 157 | | 151 | | | |
| Assistant | 28 | 6 | 14 | 8 | 9 | 7 | 1 | 9 | | |
| Instructor | | 49 | | 44 | | 51 | | 42 | | |
| Other | | 33 | | 37 | | 34 | | 40 | | |
| Total | 294 | 96 | 286 | 90 | 276 | 95 | 266 | 95 | - | - |
| **# of Faculty Departing** ? | | | | | | | | | | |
| Professor | | 7 | | 4 | 3 | 3 | 2 | 1 | | |
| Associate | 4 | 6 | 2 | 4 | 9 | | 3 | | | |
| Assistant | 5 | 4 | 7 | 2 | 3 | 3 | 1 | | | |
| Lecturer III | | 39 | | 34 | | 24 | | 9 | | |
| Lecturer II | | 18 | | 15 | | 2 | | 2 | | |
| Lecturer/Instructor | 2 | 14 | 3 | 30 | 9 | 15 | 6 | 14 | | |
| Other | | 11 | | 12 | | 15 | | 16 | | |
| Total | 11 | 99 | 12 | 101 | 24 | 62 | 12 | 42 | - | - |
| **# of Faculty Retiring** ? | | | | | | | | | | |
| Professor | 2 | | 5 | | 8 | | 2 | | | |
| Associate | 1 | 1 | | | 5 | | 3 | | | |
| Assistant | | 3 | | 1 | | 1 | 1 | 1 | | |
| Instructor | 1 | 1 | | | 1 | | | | | |
| Other | | 1 | | | | | | | | |
| Total | 4 | 6 | 5 | 1 | 14 | 1 | 6 | 1 | - | - |

## Standard 5: Faculty
## (Number of Faculty by Department or Comparable Unit, Fall Term)

| | 3 Years Prior (FY 2007) | | 2 Years Prior (FY 2008) | | 1 Year Prior (FY 2009) | | Current Year (FY 2010) | | Next Year (FY 2011) | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of Faculty by Department (or comparable academic unit)** | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Communications & Media Studies | 10 | 9 | 8 | 7 | 9 | 9 | 9 | 8 | | |
| Maine School of Law | 13 | 17 | 18 | 15 | 17 | 16 | 20 | 15 | | |
| USM Academic Affairs | 6 | 3 | 17 | 5 | 7 | 2 | 29 | 9 | | |
| USM Accounting | 9 | 5 | 10 | 3 | 11 | 3 | 10 | 4 | | |
| USM Air Force ROTC | - | - | - | 1 | | - | - | 1 | | |
| USM American & New England Studies | 4 | - | 4 | 1 | 4 | - | 4 | - | | |
| USM Applied Medical Sciences | 5 | - | 6 | - | 6 | 1 | 6 | 1 | | |
| USM Applied Science, Engineering & Technology | 9 | 4 | 8 | 6 | 7 | 4 | 7 | 6 | | |
| USM Army ROTC | - | 3 | - | 3 | - | 4 | - | 2 | | |
| USM Art | 9 | 17 | 10 | 18 | 10 | 14 | 9 | 17 | | |
| USM Biology | 13 | 11 | 15 | 14 | 16 | 10 | 16 | 10 | | |
| USM Business Administration | 22 | 11 | 23 | 14 | 22 | 8 | 20 | 10 | | |
| USM Chemistry | 7 | 6 | 6 | 6 | 6 | 5 | 6 | 5 | | |
| USM College of Arts & Sciences | 1 | - | 1 | - | 2 | - | 2 | - | | |
| USM College of Nursing | 11 | 7 | 10 | 6 | 5 | 1 | 4 | 1 | | |
| USM Computer Science | 7 | 2 | 7 | 2 | 7 | 2 | 7 | 1 | | |
| USM Core Curriculum | 2 | | | | | | | | | |
| USM Creative Writing | 1 | 22 | 1 | 29 | 1 | 30 | 1 | 24 | | |
| USM Criminology | 4 | 3 | 4 | 2 | 5 | 2 | 5 | 3 | | |
| USM Department of Technology | 2 | - | 3 | 1 | 2 | 1 | 1 | 1 | | |
| USM Economics | 10 | 4 | 8 | 3 | 7 | 4 | 7 | 3 | | |
| USM Electrical Engineering | 6 | 1 | 6 | 3 | 5 | 2 | 5 | 1 | | |
| USM English | 24 | 40 | 25 | 34 | 20 | 31 | 19 | 27 | | |
| USM Environmental Science | 3 | 4 | 4 | 3 | 3 | 4 | 6 | 3 | | |
| USM Geography & Anthropology | 6 | 2 | 5 | 4 | 7 | 5 | 6 | 4 | | |
| USM Geosciences | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 1 | | |
| USM Greater Portland Alliance | - | 1 | - | 1 | - | 1 | - | 1 | | |
| USM History | 8 | 9 | 10 | 4 | 8 | 6 | 10 | 5 | | |
| USM Honors | 7 | - | 8 | - | 9 | - | 7 | - | | |
| USM Human Resource Department | 16 | 14 | 19 | 15 | 28 | 11 | 21 | 9 | | |
| USM International Studies | 1 | - | - | - | - | - | - | - | | |
| USM Learning Foundations | 8 | 7 | 10 | 4 | 8 | 4 | 8 | 2 | | |
| USM Lewiston Auburn College | 27 | 29 | 25 | 35 | 27 | 31 | 39 | 35 | | |
| USM Linguistics | 4 | 7 | 5 | 8 | 4 | 2 | 4 | 7 | | |
| USM Mathematics | 17 | 25 | 16 | 26 | 14 | 19 | 12 | 18 | | |
| USM Modern & Classical Languages | 11 | 12 | 11 | 9 | 10 | 9 | 10 | 10 | | |
| USM Music | 13 | 16 | 14 | 17 | 12 | 14 | 14 | 11 | | |
| USM Muskie School of Public Service | 16 | 5 | 14 | 5 | 14 | 5 | 10 | 3 | | |
| USM Nursing | 27 | 23 | 25 | 27 | 27 | 33 | 22 | 38 | | |
| USM Other | 1 | 1 | 1 | 1 | - | - | - | - | | |
| USM Philosophy | 7 | 5 | 7 | 4 | 7 | 3 | 7 | 4 | | |
| USM Physical Education | 4 | 2 | 4 | 2 | 6 | 1 | 5 | 1 | | |
| USM Physics | 3 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | | |
| USM Political Science | 7 | 4 | 6 | 3 | 6 | 2 | 7 | 1 | | |
| USM Professional Development Center | 2 | 6 | 1 | 10 | 8 | 14 | 6 | 10 | | |
| USM Professional Education | 40 | 31 | 42 | 34 | 18 | 11 | 13 | 6 | | |
| USM Psychology | 9 | 8 | 11 | 5 | 11 | 5 | 8 | 2 | | |
| USM Recreation & Leasure Studies | 5 | 8 | 4 | 8 | 5 | 8 | 4 | 8 | | |
| USM Russel Scholars Program | 2 | - | 2 | - | 2 | - | 2 | - | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| USM Social Work | 12 | 5 | 11 | 2 | 10 | 5 | 11 | 4 | | |
| USM Sociology | 7 | 4 | 7 | 6 | 6 | 3 | 8 | 2 | | |
| USM Sports Medicine | 8 | - | 7 | 1 | 9 | - | 10 | 3 | | |
| USM Teacher Education | 5 | - | 4 | 1 | 16 | 12 | 14 | 15 | | |
| USM Theatre | 13 | 7 | 11 | 10 | 10 | 9 | 11 | 7 | | |
| USM Weekend College | - | - | - | - | 5 | 30 | 2 | 1 | | |
| USM Women and Gender Studies | 6 | 5 | 5 | 3 | 3 | 3 | 6 | 3 | | |
| Total | 475 | 410 | 488 | 426 | 471 | 403 | 479 | 366 | - | - |

## Standard 6: Students
## (Admissions, Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

| | | 2 Years Prior (FY 2008) | 1 Year Prior (FY 2009) | Current Year (FY 2010) | Next Year Forward (FY 2011) | 2 Years Forward (FY 2012) |
|---|---|---|---|---|---|---|
| **Freshmen - Undergraduate** | ? | | | | | |
| Completed Applications | ? | 3,676 | 3,927 | 3,819 | | |
| Applications Accepted | ? | 3,235 | 3,455 | 3,458 | | |
| Applicants Enrolled | ? | 959 | 1,044 | 916 | | |
| % Accepted of Applied | | 88.0% | 88.0% | 90.5% | - | - |
| % Enrolled of Accepted | | 29.6% | 30.2% | 26.5% | - | - |
| Percent Change Year over Year | | | | | | |
| Completed Applications | | - | 6.8% | -2.8% | -100.0% | - |
| Applications Accepted | | - | 6.8% | 0.1% | -100.0% | - |
| Applicants Enrolled | | - | 8.9% | -12.3% | -100.0% | - |
| Average of Statistical Indicator of Aptitude of Enrollees: (Define Below) | ? | | | | | |
| SAT Total (SAT Math plus SAT Critial Reading) | | 990 | 998 | 1010 | | |
| **Transfers - Undergraduate** | ? | | | | | |
| Completed Applications | | 1,343 | 1,309 | 1,406 | | |
| Applications Accepted | | 1,216 | 1,191 | 1,227 | | |
| Applications Enrolled | | 797 | 730 | 835 | | |
| % Accepted of Applied | | 90.5% | 91.0% | 87.3% | - | - |
| % Enrolled of Accepted | | 65.5% | 61.3% | 68.1% | - | - |
| **Master's Degree** | ? | | | | | |
| Completed Applications | | 961 | 800 | 829 | | |
| Applications Accepted | | 662 | 601 | 605 | | |
| Applications Enrolled | | 465 | 419 | 412 | | |
| % Accepted of Applied | | 68.9% | 75.1% | 73.0% | - | - |
| % Enrolled of Accepted | | 70.2% | 69.7% | 68.1% | - | - |
| **First Professional Degree - All Programs** | ? | | | | | |
| Completed Applications | | 761 | 697 | 705 | | |
| Applications Accepted | | 357 | 344 | 341 | | |
| Applications Enrolled | | 88 | 92 | 90 | | |
| % Accepted of Applied | | 46.9% | 49.4% | 48.4% | - | - |
| % Enrolled of Accepted | | 24.6% | 26.7% | 26.4% | - | - |
| **Doctoral Degree** | ? | | | | | |
| Completed Applications | | 22 | 14 | 17 | | |
| Applications Accepted | | 10 | 9 | 11 | | |
| Applications Enrolled | | 10 | 4 | 9 | | |
| % Accepted of Applied | | 45.5% | 64.3% | 64.7% | - | - |
| % Enrolled of Accepted | | 100.0% | 44.4% | 81.8% | - | - |

## Standard 6: Students (Enrollment)

**Student Enrollment Data (Fall term, census date)** ?

Credit-Seeking Students Only - Including Continuing Education

| | | | 2 Years Prior (FY 2009) | 1 Year Prior (FY 2010) | Current Year (FY 2011) | Next Year Forward (FY 2012) | 2 Years Forward (FY 2013) |
|---|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | | ? | | | | | |
| First Year | Full-Time Headcount | ? | 1,442 | 1,172 | 1,072 | | |
| | Part-Time Headcount | ? | 181 | 188 | 179 | | |
| | Total Headcount | | 1,623 | 1,360 | 1,251 | - | - |
| | Total FTE | ? | 1,445.3 | 1,213.1 | 1,118.5 | | |
| Second Year | Full-Time Headcount | | 978 | 1,204 | 1,113 | | |
| | Part-Time Headcount | | 303 | 289 | 302 | | |
| | Total Headcount | | 1,281 | 1,493 | 1,415 | - | - |
| | Total FTE | | 1,042.6 | 1,244.4 | 1,174.3 | | |
| Third Year | Full-Time Headcount | | 1,020 | 1,039 | 1,151 | | |
| | Part-Time Headcount | | 412 | 446 | 418 | | |
| | Total Headcount | | 1,432 | 1,485 | 1,569 | - | - |
| | Total FTE | | 1,132.6 | 1,162.3 | 1,262.3 | | |
| Fourth Year | Full-Time Headcount | | 1,125 | 1,228 | 1,274 | | |
| | Part-Time Headcount | | 1,022 | 986 | 1,073 | | |
| | Total Headcount | | 2,147 | 2,214 | 2,347 | - | - |
| | Total FTE | | 1,468.2 | 1,545.4 | 1,633.9 | | |
| Unclassified | Full-Time Headcount | ? | 96 | 47 | 59 | | |
| | Part-Time Headcount | | 1,300 | 1,019 | 920 | | |
| | Total Headcount | | 1,396 | 1,066 | 979 | - | - |
| | Total FTE | | 457.6 | 326.0 | 302.7 | | |
| Total Undergraduate Students | | | | | | | |
| | Full-Time Headcount | | 4,661 | 4,690 | 4,669 | - | - |
| | Part-Time Headcount | | 3,218 | 2,928 | 2,892 | - | - |
| | Total Headcount | | 7,879 | 7,618 | 7,561 | - | - |
| | Total FTE | | 5,546.4 | 5,491.2 | 5,491.7 | - | - |
| % Change FTE Undergraduate | | | na | -1.0% | 0.0% | -100.0% | - |
| **GRADUATE** | | ? | | | | | |
| | Full-Time Headcount | ? | 1,181 | 1,199 | 1,280 | | |
| | Part-Time Headcount | ? | 949 | 838 | 813 | | |
| | Total Headcount | | 2,130 | 2,037 | 2,093 | - | - |
| | Total FTE | ? | 1,488.2 | 1,479.8 | 1,559.2 | | |
| % Change FTE Graduate | | | na | -0.6% | 5.4% | -100.0% | - |
| **GRAND TOTAL** | | | | | | | |
| Grand Total Headcount | | | 10,009 | 9,655 | 9,654 | - | - |
| Grand Total FTE | | | 7,034.6 | 6,971.0 | 7,050.9 | - | - |
| % Change Grand Total FTE | | | na | -0.9% | 1.1% | -100.0% | - |

## Standard 6: Students
## (Financial Aid, Debt, and Developmental Courses)

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

| Fiscal year ends month & day ( 06/30 ) | 2 years prior | Most recently completed year | Current budget | Next year forward (goal or projection) | Two years forward (goal or projection) |
|---|---|---|---|---|---|
| | (FY 2008) | (FY 2009) | (FY 2010) | (FY 2011) | (FY 2012) |
| **? Student Financial Aid** | | | | | |
| Total Federal Aid | $50,859,209 | $55,109,762 | $68,018,911 | $68,850,000 | |
| Grants | $7,999,635 | $8,497,123 | $12,015,354 | $12,000,000 | |
| Loans | $40,970,261 | $44,684,344 | $54,171,611 | $55,000,000 | |
| Work Study | $1,889,313 | $1,928,295 | $1,831,946 | $1,850,000 | |
| Total State Aid | $4,642,040 | $4,280,516 | $1,857,937 | $1,800,000 | |
| Total Institutional Aid | $4,045,845 | $4,264,062 | $5,274,288 | $5,300,000 | |
| Grants | $4,045,848 | $4,264,062 | $5,274,288 | $5,300,000 | |
| Loans | $0 | $0 | $0 | $0 | |
| Total Private Aid | $8,476,779 | $13,465,695 | $9,418,868 | $9,500,000 | |
| Grants | $3,375,168 | $6,719,487 | $3,153,712 | $3,200,000 | |
| Loans | $5,101,611 | $6,746,008 | $6,265,156 | $6,300,000 | |
| **Student Debt** | | | | | |
| Percent of students graduating with debt* | | | | | |
| Undergraduates | 54% | 54% | 59% | | |
| Graduates | 30% | 29% | 33% | | |
| | 71% | 89% | 87% | | |
| Average amount of debt for students with debt | | | | | |
| Undergraduates | $22,656 | $25,892 | $ 26,249.00 | $ 27,000.00 | |
| Graduates | $40,578 | $45,457 | $ 46,980.00 | $ 48,000.00 | |
| | $66,939 | $74,681 | $ 79,362.00 | $ 82,000.00 | |
| **Percent of First-year students in Developmental Courses**** | | | | | |
| English as a Second/Other Language | | | | | |
| English (reading, writing, communication skills) | | | | | |
| Math | | | | | |
| Other | | | | | |

* All students who graduated should be included in this calculation.
**Courses for which no credit toward a degree is granted.

## Standard 7: Library and Other Information Resources (Library)

| | 3 years prior | 2 years prior | Most recently completed year | Current year (actual or projection) | ? Next year (goal) |
|---|---|---|---|---|---|
| | (FY 2008) | (FY 2009) | (FY 2010) | (FY 2011) | (FY 2012) |
| **Expenditures/FTE student** | | | | | |
| Materials | $77,765 / $111 | $593,791 / $85 | $876,300 / $125 | | |
| Salaries & Wages | $2,830,364 / $404 | $2,653,414 / $379 | $2,834,057 / $405 | | |
| Other operating | $323,423 / $46 | | $225,959 / $32 | | |
| **Collections** | | | | | |
| Total print volumes | 335,867 | 333,466 | | | |
| Electronic books | 9,603 | 25,535 | | | |
| Print/microform serial subscriptions | 1,461 | 1,289 | | | |
| Full text electronic journals | 21,210 | 23,696 | | | |
| Microforms | 737,370 | 737,614 | | | |
| Total media materials | 3,807 | 5,288 | | | |
| **Personnel (FTE)** | | | | | |
| Librarians -- main campus | 11.5 | 11.0 | 11.5 | | |
| Librarians -- branch campuses | 3.0 | 3.0 | 3.0 | | |
| Other library personnel -- main campus | 21.5 | 22.5 | 22.5 | | |
| Other library personnel -- branch campus | 10.5 | 9.5 | 9.5 | | |
| **Library Instruction** | | | | | |
| ? Total sessions -- main campus | 122 | 134 | Apx 146 | | |
| Total attendance - main campus | 2,342 | 2,678 | Apx 2,945 | | |
| Total sessions -- branch campuses | 77 | 79 | Apx 81 | | |
| Total attendance -- branch campuses | 1,274 | 1,292 | Apx 1,305 | | |
| **Reference and Reserves** | | | | | |
| ? In-person reference questions | 6,556 | 9,492 | Apx 13,668 | | |
| ? Virtual reference questions | 1,872 | 2,475 | Apx 3,267 | | |
| Traditional Reserves: | | | | | |
| courses supported | | | | | |
| items on reserve | | | | | |
| E-Reserves: | | | | | |
| ? courses supported | 251 | 327 | | | |
| ? items on e-reserve | 3,676 | 10,093 | | | |
| **Circulation (do not include reserves)** | | | | | |
| ? Total/FTE student | 36,354 | 32,886 | | | |
| ? Total full-text article requests | 9,509 | 7,394 | | | |
| Number of hits to library website | *325,481 | *354,858 | | | |
| Student borrowing through consortia or contracts | 8,148 | 7,336 | | | |
| **Availability/attendance** | | | | | |
| ? Hours of operation/week main campus | 96.25 | 96.25 | | | |
| Hours of operation/week branch campuses | 92.25 | 92.25 | | | |
| Gate counts/year -- main campus | 270,420 | 284,092 | | | |
| ? Gate counts/year -- average branch campuses | | | | | |
| **URL of most recent library annual report**: | | | | | |
| **URL of Information Literacy Reports:** | | | | | |

* Includes hits to LibGuide pages

## Standard 7: Library and Other Information Resources (Information Technology)

| | 3 years prior | 2 years prior | Last year | Current year (goal or projection) | ? Next year goal |
|---|---|---|---|---|---|
| | (FY 2008) | (FY 2009) | (FY 2010) | (FY 2011) | (FY 2012) |
| **Number (percent) of students with own computers** | 30% | 40% | 50% | estimates | |
| ? **Course management system** | Blackboard 8 | | | | |
| Number of classes using the system | | | | | |
| Classes on the main campus | | | | | |
| Classes offered off-campus | | | | | |
| Distance education courses | 223 | 444 | 250 so far | | |
| **Bandwidth** | | | | | |
| On-campus network | 1Gbps | 1Gbps | 1Gbps | 10Gbps | 10Gbps |
| Off-campus access | | | | | |
| ? commodity internet (Mbps) | 2Gbps | 2Gbps | 3Gbps | 3Gbps | 3Gbps |
| ? high-performance networks (Mbps) | 1Gbps | 1Gbps | 10Gbps | 10Gbps | 10Gbps |
| ? Wireless protocol(s) | b/g | b/g | b/g/a | b/g/a | b/g/a |
| **Network** | | | | | |
| Percent of residence halls connected to network | | | | | |
| wired | 100% | 100% | 100% | | |
| wireless | 100% | 100% | 100% | | |
| Percent of classrooms connected to network | | | | | |
| wired | 100% | 100% | 100% | | |
| wireless | 98% | 98% | 98% | | |
| Public wireless ports | NA** | NA** | NA** | | |
| **Multimedia classrooms (percent)** | | | | | |
| Main campus | | | | | |
| Branches and locations | | | | | |
| **IT Personnel (FTE)** | | | | | |
| Main campus | 39.0 | 34.0 | 32.0 | | |
| Branch campuses | same | same | same | | |
| Dedicated to distance learning* | 0.0 | 0.0 | 0.0 | | |

| **Software systems and versions** | |
|---|---|
| Students | PeopleSoft 8.9 |
| Finances | PeopleSoft 9 |
| Human Resources | PeopleSoft 8.9 |
| Advancement | |
| Library | Innovative Interfaces Inc. |
| website management | None (looking at Plone, Drupal, and OpenCMS) |
| portfolio management | None |
| interactive video conferencing | Polycom |
| digital object management | Image Now |

* Dedicated is taken to mean solely working with distance learning

** No publicly accessable wireless access points

## Standard 8: Physical and Technological Resources

| Campus location | Serviceable Buildings | Assignable Square feet (000) |
|---|---|---|
| Portland Campus | 43 | 920 |
| Gorham Campus | 40 | 762 |
| Lewiston-Auburn Campus | 1 | 66 |
| Freeport | 1 | 8 |
| Leased Space | 4 | 104 |

| | 2 years prior | 1 year prior | Current Year | Next Year Goal | Goal in 2 years |
|---|---|---|---|---|---|
| | (FY 2008) | (FY 2009) | (FY 2010) | (FY 2011) | (FY 2012) |
| **Revenue ($000)** | | | | | |
| Capital appropriations (public institutions) | $35,323 | $3,092 | | | |
| Operating budget | $133,508 | $135,980 | | | |
| Gifts and grants | $899 | $11,720 | | | |
| Debt | | | | | |
| TOTAL | $169,730 | $150,792 | $0 | $0 | $0 |
| **Expenditures ($000)** | | | | | |
| New Construction | $20,858 | $7,951 | $1,007 | $0 | $0 |
| Renovations, maintenance and equipment | $1,045 | $2,064 | $2,810 | $1,092 | $250 |
| Technology | $0 | $33 | $71 | $0 | $0 |
| TOTAL | $21,903 | $10,048 | $3,888 | $1,092 | $250 |

| **Assignable square feet (000)** | Portland | Gorham | Lewiston | Freeport | Leased | Total |
|---|---|---|---|---|---|---|
| classroom | 62 | 40 | 16 | - | 2 | 120 |
| laboratory | 48 | 74 | 13 | - | 5 | 140 |
| office | 183 | 90 | 11 | 1 | 68 | 353 |
| study | 86 | 18 | 8 | - | - | 112 |
| special | 31 | 131 | 2 | - | 1 | 165 |
| general | 67 | 63 | 12 | 7 | 4 | 153 |
| support | 442 | 31 | 5 | - | - | 478 |
| residential | - | 313 | - | - | - | 313 |
| other | - | - | - | - | - | 0 |

**Major new buildings, past 10 years**

| Building name | Purposes | Assignable Square Feet (000) | Cost (000) | Year |
|---|---|---|---|---|
| Philippi Hall | Residential | 61 | 8,792 | 2001 |
| John Mitchell Center | Academic | 25 | 8,238 | 2004 |
| USM Parking Garage | Parking | 387 | 9,721 | 2004 |
| BioScience Wing | Research | 38 | 17,123 | 2004 |
| Abromson Center | Academic | 47 | 7,332 | 2005 |
| Child & Family Center | Daycare | 6 | 1,896 | 2006 |
| Upper Class Hall | Residential | 103 | 20,851 | 2007 |
| Lewiston Auburn Add 2 | Academic | 14 | 4,148 | 2007 |
| Glickman OML Add | Library | 19 | 11,000 | 2009 |
| MTB Building | E & G | | 351 | 2005 |
| Wishcamper OLLI | Research | 55 | 21,712 | 2008 |

**New buildings, planned for next 5 years**

| Building name | Purposes | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| | | | | |

**Major Renovations, past 10 years**

The list below includes renovations costing $_____ or more

| Building name | Purposes | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| Lewiston Auburn Add 1 | Academic | 28 | 3,484 | 2001 |
| Glickman Library | Academic | 40 | 3,815 | 2004 |
| Anderson Hall Upgrades | Residential | 28 | 229 | 2010 |
| Robie Andrews Upgrades | Residential | 66 | 422 | 2010 |
| Upton Hastings Upgrades | Residential | 101 | 525 | 2010 |
| Science Lab Upgrades | Academic | 3 | 1,089 | 2001 |

| | | | | |
|---|---|---|---|---|
| Woodward Hall Heating | Residential | 15 | 505 | 2001 |
| Mitchell Center R & D | Academic | 6 | 512 | 2001 |
| Elevator Upgrades | Academic | n/a | 500 | 2001 |
| Baseball Stadium | Residential | n/a | 380 | 2001 |
| CHP Portland | Academic | n/a | 251 | 2003 |
| Residental Sprinklers | Residential | 213 | 1,016 | 2004 |
| Bio Science Fit Out | Academic | 27 | 500 | 2005 |
| Robie Roof | Residential | n/a | 264 | 2006 |
| Brick Shop Upgrades | Academic | 5 | 280 | 2005 |
| Stone House Upgrades | Academic | 17 | 268 | 2005 |

**Renovations planned for next 5 years** The list below includes renovations costing $_____ or more

| Building name | Purposes | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| Upton Hastings | Residential | 101 | 443 | 2011 |
| Robie Andrews Art Improve | Academic | 8 | 281 | 2011 |

## Standard 9: Financial Resources
## (Statement of Financial Position/Statement of Net Assets)

| | | FISCAL YEAR ENDS month &day: ( / ) | 2 YEARS PRIOR (FY 2008) | 1 YEAR PRIOR (FY 2009) | MOST RECENT YEAR | Percent Change yrs-1 yr prior | 2 1 yr-most recent |
|---|---|---|---|---|---|---|---|
| | | **ASSETS** | | | | | |
| | ? | CASH AND SHORT TERM INVESTMENTS | $140 | | | -100.0% | - |
| | ? | CASH HELD BY STATE TREASURER | $0 | | | - | - |
| | ? | DEPOSITS HELD BY STATE TREASURER | $0 | | | - | - |
| | ? | ACCOUNTS RECEIVABLE, NET | $13,723 | | | -100.0% | - |
| | ? | CONTRIBUTIONS RECEIVABLE, NET | $1,748 | | | -100.0% | - |
| | ? | INVENTORY AND PREPAID EXPENSES | $2,473 | | | -100.0% | - |
| | ? | LONG-TERM INVESTMENTS | $23,926 | | | -100.0% | - |
| | ? | LOANS TO STUDENTS | $14,423 | | | -100.0% | - |
| | ? | FUNDS HELD UNDER BOND AGREEMENT | $3,220 | | | -100.0% | - |
| | ? | PROPERTY, PLANT AND EQUIPMENT, NET | $17,964 | | | -100.0% | - |
| | ? | OTHER ASSETS | $594 | | | -100.0% | - |
| | | **TOTAL ASSETS** | **$78,211** | **$0** | **$0** | -100.0% | - |
| | | **LIABILITIES** | | | | | |
| | ? | ACCOUNTS PAYABLE AND ACCRUED LIABILITIES | $16,680 | | | -100.0% | - |
| | ? | DEFERRED REVENUE & REFUNDABLE ADVANCES | $4,792 | | | -100.0% | - |
| | ? | DUE TO STATE | $0 | | | - | - |
| | ? | DUE TO AFFILIATES | $9,376 | | | -100.0% | - |
| | ? | ANNUITY AND LIFE INCOME OBLIGATIONS | $266 | | | -100.0% | - |
| | ? | AMOUNTS HELD ON BEHALF OF OTHERS | $190 | | | -100.0% | - |
| | ? | LONG TERM DEBT | $78,322 | | | -100.0% | - |
| | ? | REFUNDABLE GOVERNMENT ADVANCES | $11,688 | | | -100.0% | - |
| | ? | OTHER LONG-TERM LIABILITIES | $0 | | | - | - |
| | | **TOTAL LIABILITIES** | **$121,314** | **$0** | **$0** | -100.0% | - |
| | | **NET ASSETS** | | | | | |
| | | UNRESTRICTED NET ASSETS | | | | | |
| | | INSTITUTIONAL | **$102,747** | | | -100.0% | - |
| | ? | FOUNDATION | | | | - | - |
| | | TOTAL | **$102,747** | **$0** | **$0** | -100.0% | - |
| | | TEMPORARILY RESTRICTED NET ASSETS | | | | | |
| | | INSTITUTIONAL | **$8,525** | | | -100.0% | - |
| | ? | FOUNDATION | | | | - | - |
| | | TOTAL | **$8,525** | **$0** | **$0** | -100.0% | - |
| | | PERMANENTLY RESTRICTED NET ASSETS | | | | | |
| | | INSTITUTIONAL | **$7,315** | | | -100.0% | - |
| | ? | FOUNDATION | | | | - | - |
| | | TOTAL | **$7,315** | **$0** | **$0** | -100.0% | - |
| | | TOTAL NET ASSETS | **$118,587** | **$0** | **$0** | -100.0% | - |
| | | **TOTAL LIABILITIES AND NET ASSETS** | **$239,901** | **$0** | **$0** | -100.0% | - |

**Standard 9: Financial Resources**
**(Statement of Revenues and Expenses)**

| | | FISCAL YEAR ENDS month &day: ( / ) | 2 YEARS PRIOR (FY 2008) | MOST RECENTLY COMPLETED YEAR (FY 2009) | CURRENT BUDGET (FY 2010) | NEXT YEAR FORWARD (FY 2 ) | TWO YEARS FORWARD (FY 2 ) |
|---|---|---|---|---|---|---|---|
| | | **OPERATING REVENUES** | | | | | |
| | ? | TUITION & FEES | $63,440 | | | | |
| | ? | ROOM AND BOARD | $13,790 | | | | |
| | ? | LESS: FINANCIAL AID | ($11,448) | | | | |
| | | NET STUDENT FEES | $65,782 | $0 | $0 | $0 | $0 |
| | ? | GOVERNMENT GRANTS & CONTRACTS | $39,406 | | | | |
| | ? | PRIVATE GIFTS, GRANTS & CONTRACTS | $8,834 | | | | |
| | ? | OTHER AUXILIARY ENTERPRISES | $7,518 | | | | |
| | | ENDOWMENT INCOME USED IN OPERATIONS | $1,101 | | | | |
| | ? | OTHER REVENUE (specify): | $4,966 | | | | |
| | | OTHER REVENUE (specify): | $7,002 | | | | |
| | | NET ASSETS RELEASED FROM RESTRICTIONS | | | | | |
| | | **TOTAL OPERATING REVENUES** | **$134,609** | **$0** | **$0** | **$0** | **$0** |
| | | **OPERATING EXPENSES** | | | | | |
| | ? | INSTRUCTION | $61,165 | | | | |
| | ? | RESEARCH | $17,772 | | | | |
| | ? | PUBLIC SERVICE | $21,542 | | | | |
| | ? | ACADEMIC SUPPORT | $19,340 | | | | |
| | ? | STUDENT SERVICES | $11,983 | | | | |
| | ? | INSTITUTIONAL SUPPORT | $12,807 | | | | |
| | | FUNDRAISING AND ALUMNI RELATIONS | | | | | |
| | ? | OPERATION, MAINTENANCE OF PLANT (if not allocated) | $11,444 | | | | |
| | ? | SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions) | $4,380 | | | | |
| | ? | AUXILIARY ENTERPRISES | $16,986 | | | | |
| | ? | DEPRECIATION (if not allocated) | $4,860 | | | | |
| | ? | OTHER EXPENSES (specify): | $0 | | | | |
| | | OTHER EXPENSES (specify): | | | | | |
| | | **TOTAL OPERATING EXPENDITURES** | **$182,279** | **$0** | **$0** | **$0** | **$0** |
| | | **CHANGE IN NET ASSETS FROM OPERATIONS** | **($47,670)** | **$0** | **$0** | **$0** | **$0** |
| | | **NON OPERATING REVENUES** | | | | | |
| | ? | STATE APPROPRIATIONS (NET) | **$47,033** | | | | |
| | ? | INVESTMENT RETURN | **$195** | | | | |
| | ? | INTEREST EXPENSE (public institutions) | **($3,462)** | | | | |
| | | GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS | **$3,746** | | | | |
| | ? | OTHER (specify): | | | | | |
| | | OTHER (specify): | **$192** | | | | |
| | | OTHER (specify): | | | | | |
| | | **NET NON OPERATING REVENUES** | **$47,704** | **$0** | **$0** | **$0** | **$0** |
| | | **INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES** | **$34** | **$0** | **$0** | **$0** | **$0** |
| | ? | CAPITAL APPROPRIATIONS (public institutions) | **$3,532** | | | | |
| | ? | OTHER - Additions to endowments | **$68** | | | | |
| | ? | OTHER - Endowment income not used in operations | **($1,079)** | | | | |
| | ? | OTHER - Capital transfers from System Office & gain on disposal | **$47** | | | | |
| | ? | OTHER - Capital grants and gifts | **$899** | | | | |
| | | **TOTAL INCREASE/DECREASE IN NET ASSETS** | **$3,501** | **$0** | **$0** | **$0** | **$0** |

**Standard 9: Financial Resources**
**(Statement of Debt)**

| | | FISCAL YEAR ENDS month & day ( / ) | 2 YEARS PRIOR (FY 2008) | MOST RECENTLY COMPLETED YEAR (FY 2009) | CURRENT BUDGET (FY 2010) | NEXT YEAR FORWARD (FY 2011) | TWO YEARS FORWARD (FY 2012) |
|---|---|---|---|---|---|---|---|
| | | **DEBT** | | | | | |
| | | BEGINNING BALANCE | $75,547 | | | | |
| | | ADDITIONS | $4,919 | | | | |
| | ? | REDUCTIONS | ($2,144) | | | | |
| | | ENDING BALANCE | **$78,322** | **$0** | **$0** | **$0** | **$0** |
| | | INTEREST PAID DURING FISCAL YEAR | $3,373 | | | | |
| | | CURRENT PORTION | $2,946 | | | | |
| | | **BOND RATING** | See below | | | | |
| | | **DEBT COVENANTS (PLEASE DESCRIBE):** | | | | | |
| | | Debt consists of USM's share of bonds issued by the University of Maine System and related discounts and premiums, capital lease obligations, and loans obtained from the System Office.<br><br>The most recent bond issuance for the University of Maine system is dated 6/28/2007. The Standard and Poor's rating for that issuance was "AAA". | | | | | |

## Standard 9: Financial Resources
## (Supplemental Data)

| | | FISCAL YEAR ENDS month & day ( / ) | 2 YEARS PRIOR (FY 2008) | MOST RECENTLY COMPLETED YEAR (FY 2009) | CURRENT BUDGET (FY 2010) | NEXT YEAR FORWARD (FY 2011) | TWO YEARS FORWARD (FY 2012) |
|---|---|---|---|---|---|---|---|
| | | **NET ASSETS** | | | | | |
| | | NET ASSETS BEGINNING OF YEAR | $115,086 | | | | |
| | | TOTAL INCREASE/DECREASE IN NET ASSETS | $3,501 | | | | |
| | | NET ASSETS END OF YEAR | **$118,587** | **$0** | **$0** | **$0** | **$0** |
| | | | | | | | |
| | | **FINANCIAL AID** | | | | | |
| | | SOURCE OF FUNDS | | | | | |
| | | UNRESTRICTED INSTITUTIONAL | $5,130 | | | | |
| | | FEDERAL, STATE & PRIVATE GRANTS | **$9,773** | | | | |
| | | RESTRICTED FUNDS | **$925** | | | | |
| | | TOTAL | **$14,903** | **$0** | **$0** | **$0** | **$0** |
| | | % DISCOUNT OF TUITION & FEES | 24.9% | | | | |
| ? | | % UNRESTRICTED DISCOUNT | 8.1% | | | | |
| | | **PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:** | | | | | |
| | | The expendable income objective for FY 2008 was 5%. | | | | | |

## Standard 10: Public Disclosure

| Information | Web addresses | ? | Print Publications | ? |
|---|---|---|---|---|
| How can inquiries be made about the institution? Where can questions be addressed? | http://usm.maine.edu/admit/counselor.html; https://www.usm.maine.edu/admit/request.jsp; http://usm.maine.edu/contact.html | | USM at a Glance and ChoseGrowDIscover | |
| Notice of availability of publications and of audited financial statement or fair summary | http://usm.maine.edu/discover/ http://www.maine.edu/system/oft/AnnualFinancialReports.php | | None | |
| Institutional catalog | http://usm.maine.edu/academic/ | | Only Online | |
| Obligations and responsibilities of students and the institution | http://www.usm.maine.edu/catalogs/undergraduate/policies.htm#top; http://usm.maine.edu/ocs/policy.html | | ChoseGrowDiscover | |
| Information on admission and attendance | http://usm.maine.edu/admit/; http://usm.maine.edu/admit/howtoapply.html; http://usm.maine.edu/quicklook.pdf | | USM at a Glance | |
| Institutional mission and objectives | http://usm.maine.edu/discover/mission.html | | ChoseGrowDiscover | |
| Expected educational outcomes | http://usm.maine.edu/catalogs/undergraduate/university.htm | | Engage and "Our Promise" | |
| Requirements, procedures and policies re: admissions | http://usm.maine.edu/admit/academic_requirements.html; http://usm.maine.edu/admit/howtoapply.html | | None | |
| Requirements, procedures and policies re: transfer credit | http://usm.maine.edu/admit/transfer.html | | Success-Transfer Student and Transferring to USM | |
| Student fees, charges and refund policies | http://usm.maine.edu/buso/ | | USM at a Glance | |
| Rules and regulations for student conduct | http://usm.maine.edu/ocs/ccommittee.htm | | University of Maine System Student Conduct Code | |
| Other information re: attending or withdrawing from the institution | http://www.usm.maine.edu/buso/ | | USM at a Glance | |
| Academic programs | http://usm.maine.edu/academic/ | | Engage | |
| Courses currently offered | https://peportal.maine.edu/psp/PAPRD89_1/EMPLOYEE/CSPRDST/c/COMMUNITY_ACCESS.CLASS_SEARCH.GBL?dflt_inst=UMS06 | | Only Online and occasionally in student newspaper | |
| Other available educational opportunities | http://usm.maine.edu/outreach/ | | Engage | |
| Other academic policies and procedures | http://usm.maine.edu/ocs/policy.html | | None | |
| Requirements for degrees and other forms of academic recognition | http://usm.maine.edu/catalogs/undergraduate/policies.htm | | None | |
| List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them | http://usm.maine.edu/catalogs/undergraduate/pdfs/administration.pdf http://usm.maine.edu/pres/staff | | University Directory (contact info and titles only) | |
| Names and positions of administrative officers | http://usm.maine.edu/pres/staff/ http://usm.maine.edu/catalogs/undergraduate/pdfs/administration.pdf | | University Directory | |
| Names and principal affiliations of members of the governing board | NOT FOUND | | None | |
| Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location | http://usm.maine.edu/academic/ | | Engage | |
| Programs, courses, services, and personnel not available in any given academic year. | NOT FOUND | | None | |
| Size and characteristics of the student body | http://usm.maine.edu/aboutusm.html#look | | ChoseGrowDiscover | |
| Description of the campus setting | http://usm.maine.edu/discover/maps.html | | Engage | |
| Availability of academic and other support services | http://usm.maine.edu/ucs/ | | ChoseGrowDiscover, Engage, and Success @ USM | |
| Range of co-curricular and non-academic opportunities available to students | http://www.usm.maine.edu/prov/faculty_resources/handbook/co-curriculum.htm | | Enage and Success @ USM | |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | http://usm.maine.edu/studentlife/involve/ | | ChoseGrowDiscover | |
| Institutional goals for students' education | http://usm.maine.edu/catalogs/undergraduate/university.htm | | Engage | |

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|---|---|---|---|---|
| | Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate | http://usm.maine.edu/success/ | | USM at a Glance |
| | Total cost of education, including availability of financial aid and typical length of study | http://usm.maine.edu/fin/; http://www.usm.maine.edu/admit/financial.html | | USM at a Glance and ChoseGrowDiscover |
| | Expected amount of student debt upon graduation | http://www.usm.maine.edu/fin/manage.htm | | None |
| | Statement about accreditation | http://www.usm.maine.edu/accreditation/ http://usm.maine.edu/catalogs/undergraduate/university.htm | | None |

## Standard 11: Integrity

| ? Policies | Last Updated | ? URL where policy is posted | Responsible office or committee |
|---|---|---|---|
| Academy honesty | 3/7/2003 | www.usm.maine.edu/ocs/policy.htm | Office of Community Standards |
| | 3/7/2003 | www.muskie.usm.maine.edu/academics/students/policies.jsp | Muskie |
| Intellectual property rights | 5/21/2001 | www.maine.edu/system/policy_manual/policy_section209.php | UMS |
| Conflict of interest | 11/16/1998 | www.maine.edu/system/policy_manual/policy_section410.php | UMS |
| | 10/02/1992 | www.usm.maine.edu/hrs/policy/1011.html | USM HRS |
| | 7/15/2008 | www.usm.maine.edu/prov/faculty_resources/handbook/conflict_of_interest.html | USM Provost |
| Privacy rights | Unknown | www.usm.maine.edu/cas/ferpa.htm | CAS |
| | Unknown | http://www.maine.edu/system/usc/hipaa/index.php | UMS |
| | 3/13/2006 | http://www.maine.edu/system/usc/hipaasp/index.php | UMS |
| Fairness for students | Unknown | http://www.usm.maine.edu/ocs/who_handles_violations_of.html | Office of Community Standards |
| Fairness for faculty | Unknown | See Grievances, below | |
| Fairness for staff | Unknown | See Grievances, below | |
| Academic freedom | 2007 | http://www.maine.edu/pdf/afum07093.pdf | AFUM |
| | 2007 | http://www.maine.edu/pdf/patfacba.pdf | PATFA |
| Student Handbooks | 9/22/2009 | http://usm.maine.edu/prov/faculty_resources/handbook/student_conduct.htm | USM Provost |
| Alcoholic Beverages | 3/1/1999 | http://www.usm.maine.edu/hrs/policy/10113.html | USM President |
| Residence Hall Policies | Unknown | http://www.usm.maine.edu/reslife/ResidenceHallPolicies.htm | Residential Life and Residential Education |
| **Non-discrimination policies** | | | |
| Recruitment and admissions | 11/2006 | http://www.usm.maine.edu/~eeo/policies/affirmativeactionstatement.htm | USM EEO |
| Employment | 11/2006 | http://usm.maine.edu/eeo/policies/affirmativeactionstatement.htm | USM HRS |
| | 1/1999 | http://usm.maine.edu/eeo/policies/facultypositions.htm | USM HRS |
| | 1/1999 | http://usm.maine.edu/eeo/policies/professionalpositions.htm | USM HRS |
| Evaluation | | No general policy - per HR 11/5/2009 | |
| Disciplinary action | Various | http://www.maine.edu/pdf/coltcba.pdf | Bargaining Units |
| | | http://www.maine.edu/pdf/umpsacba.pdf | |
| | | http://www.maine.edu/pdf/smcba.pdf | |
| | | http://www.maine.edu/pdf/policecba.pdf | |
| | | http://www.maine.edu/pdf/afum07093.pdf | |
| | | http://www.maine.edu/pdf/patfacba.pdf | |
| Advancement | 1/1999 | http://usm.maine.edu/eeo/statements/promotions.htm | EEO |
| General Policies | Varied | http://usm.maine.edu/eeo/policies/policies.html | EEO |
| Concenting Relationships | 1997 | http://usm.maine.edu/eeo/policies/consentingrelationships.htm | EEO |
| Law School | Unknown | http://mainelaw.maine.edu/about/non-discrimination-policy.jsp | Maine Law School |
| Disabilities | Unknown | http://www.usm.maine.edu/~oassd | OASSD |
| **Resolution of grievances** | | | |
| Students | Unknown | http://www.usm.maine.edu/ocs/who_handles_violations_of.html | Office of Community Standards |
| | 10/08/2009 | New Policy on Student Complaints | USM Provost |

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|---|---|---|---|
| | | www.muskie.usm.maine.edu/academics/students/policies.jsp | Muskie |
| Faculty | 2007 | http://www.maine.edu/pdf/afum07093.pdf | AFUM |
| | 2007 | http://www.maine.edu/pdf/patfacba.pdf | PATFA |
| Staff | 2009 | http://www.maine.edu/pdf/coltcba.pdf | Unions |
| | 2009 | http://www.maine.edu/pdf/umpsacba.pdf | |
| | 2007 | http://www.maine.edu/pdf/smcba.pdf | |
| | 2007 | http://www.maine.edu/pdf/policecba.pdf | |
| Unrepresented Staff | 11/1998 | http://www.maine.edu/system/policy_manual/policy_section408.php | UMS |

| ? Other | Last Updated | Relevant URL or Publication | Responsible office or committee |
|---|---|---|---|
| Purchasing Card APL | 8/1/2006 | http://www.maine.edu/pdf/VII-CPurchasingCards.pdf | UMS |
| Purchasing APL | 5/30/2007 | http://www.maine.edu/pdf/VII- | UMS |
| Travel APL | 8/3/2007 | http://www.maine.edu/pdf/IV- | UMS |
| Good Samaritan Policy | Unknown | http://usm.maine.edu/ocs/samaritan.html | Office of Community Standards |
| Computer Usage Policy | Spring 1999 | http://usm.maine.edu/computing/policies/acceptableuse.jsp | Computing/ IT Services |
| USM Libraries Expectation of Appropriate Conduct | Unknown | http://library.usm.maine.edu/about/policies/conduct.html | Libraries |
| Policy on Sexual Assault | 8/10/2007 | http://usm.maine.edu/ocs/assaultpolicy.html | Office of Community Standards |
| Stalking and Relationship Abuse Policy | | http://usm.maine.edu/ocs/rvspolicy.html | Office of Community Standards |
| Sexual Harassment Policy | | http://www.usm.maine.edu/ocs/sexharasbroc08.pdf | Office of Community Standards |
| Tobacco/Smoking Policy | 9/1/2002 | http://www.usm.maine.edu/hrs/policy/10112.html | USM HRS |
| Weapons on Campus | 5/1/2001 | http://www.usm.maine.edu/hrs/policy/10118.html | USM HRS |
| HIV/AIDS Policy | | http://usm.maine.edu/ocs/hivaidspolicy.html | Office of Community Standards |
| Student Rights | | http://usm.maine.edu/ocs/studentrights.html | Office of Community Standards |
| Conduct Process | | http://usm.maine.edu/ocs/conduct.html | Office of Community Standards |
| USM Athletics Handbook | | http://usm.maine.edu/athletics/Services/handbook0708.pdf | |
| Health Services Patient's Bill of Rights | | http://usm.maine.edu/health/Patientbillofrights.htm | Campus Counseling and Health |
| Immunization Requirements | | http://www.usm.maine.edu/health/immunization.htm | Campus Counseling and Health |
| Hazing Policy | 9/26/1983 | http://www.maine.edu/system/policy_manual/policy_section503.php | UMS |
| IRB | 4/2007 | http://www.usm.maine.edu/orc/irb/pdf/policies-and-procedures.pdf | Office of Research Compliance |
| IACUC | 1/2004 | http://www.usm.maine.edu/orc/iacuc/pdf/IACUC_Policy.pdf | Office of Research |
| IBC | 12/2007 | http://www.usm.maine.edu/orc/ibc/pdf/Needs%20Work%2010-3-08%20IBC%20Policy-2007%20Revised-Final.pdf | Office of Research Compliance |
| RSC | | | Research Administration / Campus Environmental |
| Good Samaritan Policy | Unknown | http://usm.maine.edu/ocs/samaritan.html | Office of Community |
| LAC Governance | 4/2007 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| LAC Instructional Credit | 11/2006 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| LAC Tenure & Promotion | 10/2/2002 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| LAC Peer Review | 9/2004 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| LAC Mission Statement | 5/21/2003 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| LAC Values and | 10/2001 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |
| (Includes all LAC Policies listed above) | For AY 2009/2010 | www.usm.maine.edu/lac/facultystaff/handbook.pdf | LAC |

# E1a &E1b Forms

# OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

| CATEGORY | (1) Have formal learning outcomes been developed? | (2) Where are these learning outcomes published? (please specify) Include URLs where appropriate. | (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee) | (5) What changes have been made as a result of using the data/evidence? | (6) Date of most recent program review (for general education and each degree program) |
|---|---|---|---|---|---|---|
| **USM** | | | | | | |
| **General Education** | Yes | USM Core: http://blogs.usm.maine.edu/core/for-faculty/;<br><br>Lewiston Common Core (LCC): http://usm.maine.edu/lac/commoncore/<br><br>Honors: http://blogs.usm.maine.edu/honors/our-courses/<br><br>Abbreviation key:<br>CCC= Core Curriculum Committee<br>GEC= General Education Council<br>HFC= Honors Faculty Council | Capstone courses; NSSE; course assessment forms; on-line questionnaires; faculty focus groups; possible piloting of Collegiate Learning Assessment beginning Fa '10 or Fa '11; portfolio (LCC) | USM Core: annually by CCC, reports to GEC and Faculty Senate<br><br>LCC: annually by LCC committee to college faculty and GEC<br><br>Honors: annually by HFC to GEC and Fac. Senate | USM Core: Revision of outcomes for all components per Faculty Senate motion and approved by Faculty Senate in Sp 2009 and Sp 2010<br><br>LCC: revision of student abilities statements; creation of course-level assignments/assessments<br><br>Honors: Revisions of Hon101 to better meet the 2009 EYE requirements and revision to Hon105D after assessment of 2009 pilot course | USM Core: 2009 review of EYE program; full program review schedule tba after 2011 implementation<br><br>LCC: April 2009<br><br>Honors: May 2009 in the annual Honors Faculty Council retreat. |

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|---|---|---|---|---|---|---|
| Biology (MS) | No | | | | | Not reviewed (started in Fall 2003) |
| Chemistry (BA) | The Department follows the American Chemistry Society's "Degree Program Guidelines", which includes a list of student skills | http://portal.acs.org:80/portal/PublicWebSite/about/governance/committees/training/acsapproved/degree-program/WPCP_008491 | Senior capstone course is required; undergraduate research is expected but not required, and students working in faculty labs are encouraged to present results at national, regional and local meetings of the American Chemistry Society and at USM's Thinking Matters conference. | The department shares activities on graduates' activities post graduation. The department is building a relational database to quantify student achievement, and it contains information about the students' identities, majors, presentations, co-authored publications, summer research activities, internships, and jobs or graduate schools. | The department has endeavored to convert all lab courses into research based labs, because of data indicating that involvement in undergrad research is the single most influential factor in stimulating a student to pursue a STEM career. | 1999-2000 |
| Chemistry (BS) | The Department follows the American Chemistry Society's "Degree Program Guidelines", which includes a list of student skills | http://portal.acs.org:80/portal/PublicWebSite/about/governance/committees/training/acsapproved/degree-program/WPCP_008491 | Senior capstone course is required; undergraduate research is expected but not required, and students working in faculty labs are encouraged to present results at national, regional and local meetings of the American Chemistry Society and at USM's Thinking Matters conference. | The department shares activities on graduates' activities post graduation. The department is building a relational database to quantify student achievement, and it contains information about the students' identities, majors, presentations, co-authored publications, summer research activities, internships, and jobs or graduate schools. | The department has endeavored to convert all lab courses into research based labs, because of data indicating that involvement in undergrad research is the single most influential factor in stimulating a student to pursue a STEM career. | 1999-2000 |

| **College of Arts & Sciences** | | | | | | |
|---|---|---|---|---|---|---|
| American and New England Studies (MA) | No | | | | | 2009-2010 |
| Art Education (BA) | Yes | In the dept's 2004 self study | Senior seminar capstone | Part time and full time faculty review student portfolios and rate them on scale of 1-10 based on understanding of visual elements and principles (passing score < 6). | Curriculum is adjusted as needed to meet program goals more effectively. | 2004 |
| Art (BA) | Yes | In the dept's 2004 self study | A portfolio is required for acceptance into the studio program. The concentration in Art History has a senior seminar capstone course. | Part time and full time faculty review student portfolios and rate them on scale of 1-10 based on understanding of visual elements and principles (passing score < 6). | Curriculum is adjusted as needed to meet program goals more effectively. | 2004 |
| Art (BFA) | Yes | In the dept's 2004 self study | A portfolio is required for acceptance into the studio program, plus students take a senior seminar capstone. Senior exhibitions are required. | Faculty and outside reviewers critique student exhibitions | Curriculum is adjusted as needed to meet program goals more effectively. | 2004 |
| Biology (BA) | No | | | | | 2002 |

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|---|---|---|---|---|---|---|
| Biochemistry (BS) | The Department follows the American Chemistry Society's "Degree Program Guidelines", which includes a list of student skills | http://portal.acs.org:80/portal/PublicWebSite/about/governance/committees/training/acsapproved/degree-program/WPCP_008491 | Senior capstone course is required; undergraduate research is expected but not required, and students working in faculty labs are encouraged to present results at national, regional and local meetings of the American Chemistry Society and at USM's Thinking Matters conference. | The department shares activities on graduates' activities post graduation. The department is building a relational database to quantify student achievement, and it contains information about the students' identities, majors, presentations, co-authored publications, summer research activities, internships, and jobs or graduate schools. | The department has endeavored to convert all lab courses into research based labs, because of data indicating that involvement in undergrad research is the single most influential factor in stimulating a student to pursue a STEM career. | Not reviewed |
| Communication (BA) | No | | The program requires a capstone senior seminar course. | | | June 2003 |
| Media Studies (BA) | No | | Seniors must complete a senior project and service learning practicum. | | | June 2003 |
| Creative Writing (MFA) | No | | | | | Never (program started in 2003-2004) |
| Criminology (BA) | No | | | | | Fall 2000 |
| Economics (BA) | No | | | | | 1999-2000 |
| Economics (BS) | No | | | | | 1999-2000 |

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|---|---|---|---|---|---|---|
| English (BA) | Yes | In the undergraduate catalog:<br>http://usm.maine.edu/catalogs/undergraduate/pdfs/english.pdf<br><br>http://usm.maine.edu/eng/collegewriting.html | For College Writing courses, the college writing committee periodically collects assignments and student papers across all sections and reads papers together with course outcomes and dept grading criteria.<br><br>Senior seminar serves as the capstone course.<br><br>The Writing minor has a thesis component that requires submission of a writing portfolio, reviewed and assessed by the Creative Writing faculty. | The Curriculum Committee regularly reviews all course offerings to ensure that catalog descriptions and course syllabi are commensurate. | The dept has adjusted the cutoff SAT score for determining which college writing course is appropriate for students. | 2000-2001 |
| French (BA) | | | | | | 2002-2003 |

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|---|---|---|---|---|---|---|
| Geography-Anthropology (BA) | Yes | In course syllabi | 1. The dept strongly encourages students to present their research products at Thinking Matters and other regional or national conferences. Some courses require participation in Thinking Matters.<br>2. Final reports from internships. Comments are solicited from internship supervisors to ensure that students participated in projects to the satisfaction of the agency.<br>3. Students are encouraged to apply for research assistantships to collaborate with faculty with external funding.<br>4. Co authorship on conference papers or publications | Faculty advisors work closely with students to ensure students are meeting the dept's learning outcomes; faculty revise their own courses; faculty participate in curriculum revision discussions | The dept changed the research writing requirement to include submission of posters or reports in addition to a research paper | 2001-2002 |
| Geosciences (BA) | No | | | | | 2000-2001 |
| Geosciences (BS) | No | | | | | 2000-2001 |
| History (BA) | Yes, but the faculty call them learning objectives | In the catalogue under the description of the History major: http://usm.maine.edu/catalogs/undergraduate/pdfs/history.pdf | Capstone course | Not evaluated | N/A | July 2001 |
| Linguistics (BA) | | | | | | In progress (2009-2010) |

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|---|---|---|---|---|---|---|
| Mathematics (BA) | Yes | In the dept's self study, 2008 (pp. 4-5) | None | No answer provided | No answer provided | 2008-2009 |
| Statistics (MS) | No | | | | | Spring 2009 |
| Music (BA) | Yes | In the undergraduate catalog: http://usm.maine.edu/catalogs/undergraduate/pdfs/music.pdf | Students complete a capstone final project in the Seminar in Music History. | School of Music faculty review student performance in courses during advising sessions. | In the process of implementing a new curriculum to better serve students and more effectively align with the new general education curriculum | 2001 |
| Music Performance (BM) | Yes | In the undergraduate catalog: http://usm.maine.edu/catalogs/undergraduate/pdfs/music.pdf | Juried performance evaluations, and capstone instrumental or vocal performance recitals | School of Music faculty review student performance in courses during advising sessions. Assessment of performance outcomes is completed each semester at the juried performance evaluations. During junior and senior years, Music faculty assess performance recitals. Curriculum review occurs regularly and with added emphasis since 2008. | In the process of implementing a new curriculum to better serve students and more effectively align with the new general education curriculum | 2001 |
| Music (MM) | Yes | In the graduate catalog: http://usm.maine.edu/catalogs/graduate/pdfs/music.pdf | Capstone professional portfolio or thesis (music education only), capstone recital (all areas save music education), comprehensive exam as necessary | School of Music faculty review student performance in courses during advising sessions. Curriculum review occurs as necessary. | None to date | Never (last Music review in 2001 occurred before program started) |

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| Music Education (BM) | Yes | In the undergraduate catalog: http://usm.maine.edu/catalogs/undergraduate/pdfs/music.pdf and in the Music Education Student Teaching Handbook: http://usm.maine.edu/cehd/MDOE/Music%20Education/Program%20Documents/MUE_Stud_teach_handbk_0809.pdf | Juried performance evaluations; capstone instrumental or vocal performance recital; passed the Praxis I Reading, Writing and Mathematics exam with a score ≥ 526; passed the Praxis II Music Content Knowledge exam with a score ≥ 151; capstone portfolio project in EDU 324 (Student Teaching) | School of Music faculty review student performance in courses during advising sessions. During the senior year, Music faculty assess the vocal or instrumental performance recital. Prior to admission to student teaching, Music Education faculty review academic records and test scores. During and after student teaching, Music Ed faculty review all evidence. | In the process of implementing a new curriculum to better serve students, align with Maine Dept of Education Music Educator license, and more effectively align with the new general education curriculum | Spring 2009 |
| Philosophy (BA) | Yes | In the undergraduate catalog; http://usm.maine.edu/catalogs/undergraduate/pdfs/philosophy.pdf | 1. The department requires a capstone seminar (PHI 400), 2. The dept encourages but does not require completion of an undergraduate thesis. | 1. Students enrolled in the capstone seminar are graded by the instructor. 2. All faculty attending a student's thesis defense evaluate the thesis. | Until 2009-10, the dept required completion of a thesis for students graduating with honors in Philosophy. They discontinued the policy because students delayed graduation to complete the thesis, which often requires more time than expected. While the dept actively encourages completion of the thesis, it is no longer a condition for graduating with honors. | 2002-2003 |

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| Physics (BA) | No | | | | | Initiated 2004-2005 but not completed due to budget cuts; previous review: 2002-03 |
| Political Science (BA) | | | | | | 1999-2000 |
| Social Work (BSW) | Yes | Newly revised Educational Policy and Accreditation Standards published at http://www.cswe.org/File.aspx?id=13780 | Social Work graduates take a national licensure exam to practice at one or more levels of licensure. The Association of Social Work Boards of Licensure publish pass results of the exam for each program and nationally. | At the second faculty meeting each fall, the faculty discuss data provided in the Director's Annual Assessment Report, which includes data for outcomes evaluation completed by community-based field work instructors at the end of students' final semester. Suggested changes are referred to the appropriate curriculum committee for further action. Structural changes are referred to the Director and Program Coordinators for further action. Data on licensure are reported to faculty upon receipt. | Based on annual evaluation data, the faculty have clarified the focus in specified course objectives, added new content material to courses, adjusted course sequencing to provide a more logical flow of course content, and added new developments in the profession (e.g., evidence based practice) to courses. | January 2004 |

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|---|---|---|---|---|---|---|
| Social Work (MSW) | Yes | Newly revised Educational Policy and Accreditation Standards published at http://www.cswe.org/File.aspx?id=13780 | Social Work graduates take a national licensure exam to practice at one or more levels of licensure. The Association of Social Work Boards of Licensure publish pass results of the exam for each program and nationally. | At the second faculty meeting each fall, the faculty discuss data provided in the Director's Annual Assessment Report, which includes data for outcomes evaluation completed by community-based field work instructors at the end of students' final semester. Suggested changes are referred to the appropriate curriculum committee for further action. Structural changes are referred to the Director and Program Coordinators for further action. Data on licensure are reported to faculty upon receipt. | Based on annual evaluation data, the faculty have clarified the focus in specified course objectives, added new content material to courses, changed an elective course that is now required in the MSW curriculum, adjusted course sequencing to provide a more logical flow of course content, and added new developments in the profession (e.g., evidence based practice) to courses. | August 2007 |

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| Sociology (BA) | Yes | In the dept's policies and procedures | None | Faculty who teach the same courses meet to develop goals and discuss student work. | Faculty have changed course goals. | 2001-2002 |
| Theatre (BA) | Yes | In the dept's internal documents | In all design and performance courses, evaluation occurs frequently and uniformly in the form of in class presentations that are peer critiqued and faculty graded. | Faculty and staff evaluate student progress at milestones during the student's progress toward graduation. Milestones include: sophomore and senior interviews, committee (3 persons) evaluation of independent projects and internships, and evaluation of all production assignments. | Implemented changes to the BA Theatre requirements | 2009-2010 (in progress) |
| Self-Designed Majors: | | | | | | |
| Classical Humanities (BA) | No | | | | | Spring 2010 |
| Classical Studies (BA) | No | | | | | Spring 2010 |

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| Foreign Languag-es (BA) | | | | | | Spring 2010 |
| French Studies (BA) | | | | | | Spring 2010 |
| General Science (BA) | No | | | | | Spring 2010 |
| German Studies (BA) | | | | | | Spring 2010 |
| Hispanic Studies (BA) | | | | | | Spring 2010 |
| International Stud-ies (BA) | No | | | | | Spring 2010 |
| Russian Studies (BA) | | | | | | Spring 2010 |
| Social Science (BA) | No | | | | | 2004 |

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| **Applied Science, Engineering & Technology** | | | | | | |
| Environmental Safety & Health (BS) | Informally, however, Curriculum follows ABET and Health & Safety professional society recommendations | http://www.usm.maine.edu/esd/degree/degree_concen.htm | Internship, capstone course, graduation certification, and Safety Professional Certification exam | Department chair does through graduation audit. External Advisory Board reviewed periodically | Annual internal curriculum review. This major is currently not open to new admits. | We do an annual review internally. We have not had a formal program review because we are currently developing a plan to form a new, interdisciplinary, larger department . |
| Environmental Planning & Policy (BA) | Only in a very general sense and not what might be considered formal | http://www.usm.maine.edu/esd/degree/degree_concen.htm | Internship, capstone course, graduation certification | Department chair does through graduation audit | Annual internal curriculum review. Linked four courses and added a seminar--all through a previous CCLI grant. Made Research Methods class co-taught and targeted for both BA/BS | We do an annual review internally. We have not had a formal program review because we are currently developing a plan to form a new, interdisciplinary, larger department |

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| Environmental Science (BS) | Only in a very general sense and not what might be considered formal | http://www.usm.maine.edu/esd/degree/degree_concen.htm | Internship, capstone course, graduation certification | Department chair does through graduation audit | Annual internal curriculum review. . Linked four courses and added a seminar--all through a previous CCLI grant. Made Research Methods class co-taught and targeted for both BA/BS | We do an annual review internally. We have not had a formal program review because we are currently developing a plan to form a new, interdisciplinary, larger department |
| **Education and Human Development** | Yes | http://www.usm.maine.edu/tech/Programs/corecomps.pdf | ITT 460 Capstone course, graduates take the ATMAE certification exam, completion of a department graduating senior survey, and survey of internship site coordinators | The results of all assessment instruments are reviewed annually by the faculty of the department. | Results have impacted curricular changes and brought about plans to increase non-classroom activities. | Spring 2009 |
| Teaching & Learning (MSEd) | Yes | http://usm.maine.edu/engineering/objectivesoutcomes.html | EGN 401 and 402 Senior Design courses; end of semester student surveys tailored to each course | Department annual review; Triennial employer survey, accreditor feedback | More emphasis on basics, more focus on uniformity of capstone project | Fall 2009 |
| Teaching & Learning ETEP (MSEd) | Yes | http://usm.maine.edu/engineering/objectivesoutcomes.html | EGN 401 and 402 Senior Design courses; end of semester student surveys tailored to each course. | Department annual review | | |

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|---|---|---|---|---|---|---|
| Teaching & Learning Mathematics Education (MSEd) | No | | Completion and Defense of Research Thesis Project. | The Defense process requires public presentation of project and findings, followed by examination of thesis committee (minimum 3 faculty). | None | 2010 (ongoing) |
| Fine Arts Education (BFA) | Yes | In the Art Dept's 2004 self study | Senior seminar capstone | Part time and full time faculty review student portfolios and rate them on scale of 1-10 based on understanding of visual elements and principles (passing score < 6). | Curriculum is adjusted as needed to meet program goals more effectively. | 2004 |
| Music Education (BM) | Yes | In the undergraduate catalog: http://usm.maine.edu/catalogs/undergraduate/pdfs/music.pdf and in the Music Education Student Teaching Handbook: http://usm.maine.edu/cehd/MDOE/Music%20Education/Program%20Documents/MUE_Stud_teach_handbk_0809.pdf | Juried performance evaluations; capstone instrumental or vocal performance recital; passed the Praxis I Reading, Writing and Mathematics exam with a score ≥ 526; passed the Praxis II Music Content Knowledge exam with a score ≥ 151; capstone portfolio project in EDU 324 (Student Teaching) | School of Music faculty review student performance in courses during advising sessions. During the senior year, Music faculty assess the vocal or instrumental performance recital. Prior to admission to student teaching, Music Education faculty review academic records and test scores. During and after student teaching, Music Ed faculty review all evidence. | In the process of implementing a new curriculum to better serve students, align with Maine Dept of Education Music Educator license, and more effectively align with the new general education curriculum | Spring 2009 |
| Counseling-School (MS) | | | | | | |
| Counseling-Clinical Mental Health (MS) | | | | | | |

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| Counseling-Rehabilitation (MS) | | | | | | |
| School Psychology (MS) | | | | | | |
| Literacy Education (MSEd) | | | | | | |
| Literacy Education ESL (MSEd) | | | | | | |
| Educational Leadership (MSEd) | | | | | | |
| **Nursing and Health Professions** | | | | | | |
| Nursing (BS) | YES<br>BS Program Outcomes | CONHP/SON website via Student handbook https://www.usm.maine.edu/son/nursing/documents/Handbook1-10.pdf (p. 5) | Leadership Course (NUR 470) and Practicum Course (NUR 480) together serve as capstones for verbal, written, technology and nursing practice<br><br>NCLEX nursing licensure examination | Course instructors responsible for assessing<br><br>Program Evaluation Chair collects data, reported to Director, curriculum committee and faculty. Annually | Increasing admission standards, implementing progression policies, contracting for standardized testing and review programs, benchmarking with national standards | 2010 self study (curricular review and revision is ongoing) |

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| Nursing (MS) | YES | CONHP/SON website via Student handbook<br><br>Same for all degrees below – https://www.usm.maine.edu/son/nursing/documents/Handbook1-10.pdf (p.7) | Certification exams in areas of preparation (advanced practice nursing)<br><br>Licensure as APN, if appropriate in State in which graduate practices. | Program Evaluation Chair collects data, reported to Director, curriculum committee and faculty. Annually | Curricular adjustments as needed based on outcomes of specific certification exams | 2010 self study (curricular review and revision is ongoing) |
| Psychiatric/Mental Health Clinical Specialist (CNS) (CAS) | YES | Same | Same | Same | Same | |
| Psychiatric Nurse Practitioner (CAS) | YES | Same | Same | Same | Same | |
| Adult Nurse Practitioner (CAS) | YES | Same | Same | Same | Same | |
| Family Nurse Practitioner (CAS) | YES | Same | Same | Same | Same | |
| Clinical Nurse Leader (CNL) (CAS) | YES | Same | Same | Same | Same | |
| Nursing Educator (CAS) | YES | http://www.usm.maine.edu/conhp/nursing/postms.html | None | Graduate Curriculum Committee | None | 2010 |
| Radiation Therapy (BS) | | | | Director, School of Nursing | | |
| Exercise Science (BS) | | | | Course Instructor responsible for assessing | | |
| Athletic Training (BS) | Yes | http://usm.maine.edu/conhp/ehss/athletictraining.html | Classroom competency and clinical proficiency evaluations; Clinical rotations. | Program Director and Curriculum Coordinator annually. | Courses modification per exit interview feedback and analysis. | Feb. 2010 |
| Health Sciences | | | | | | |

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| Therapeutic Recreation (BS) | Yes | They are written in our last Internal/External Review report in total and as appropriate in each course syllabus. | 1. Each student must successfully complete a semester long Internship of at least 480 hours under the supervision of a Certified Therapeutic Recreation Specialist (CTRS) 2. Each student must successfully complete the department capstone course, REC 498, Management and Supervision in Therapeutic Recreation. 3. To become a CTRS a graduate must pass a national exam administered by the National Council for Therapeutic Recreation Certification NCTRC). | The Recreation & Leisure Studies faculty acts as a Curriculum Committee of the whole in determining the curriculum. Each student has an academic advisor who is a full time faculty member, hence a member of the committee. The committee meets regularly during the year and also takes direction from the NCTRC. | Changes have been made within several courses and entire courses gave been added as a result of directives from NCTRC as their standards have changed and from the Curriculum Committee's assessment of needs during their year's work and following the written exit interviews of each years graduates. | The most recent review of the Recreation & Leisure Studies Department was during the 1998-99 academic year. Recently scheduled reviews have been postponed due to faculty sabbaticals (which reduced the necessary work force in an already small department) and the leadership of Interim Deans which required the department's energy to be put elsewhere. We are tentatively to be reviewed next year (2010-11) at this time. As our department, with a single major, is not eligible for national accreditation, this is an internal issue only. |
| **Lewiston-Auburn College** | | | | | | |
| Arts & Humanities (BA) | No | N/A | Advisor & Faculty reviews | Advisor & Faculty | N/A | 2001 |
| Leadership & Organizational Studies (BS) | No | N/A | N/A | N/A | N/A | 1999 |

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| Natural & Applied Sciences (BA) | Not at the program level; Course level utcomes have been detailed: NAS is currently overhauling its curriculum and building the new major around specific learning outcomes and authentic assessment to measure those outcomes. | n/a<br><br>Syllabi | n/a<br><br>Capstone course and portfolio are one measure, though individual course success is primary | n/a<br><br>Instructor | n/a<br><br>n/a | 2000 |
| Social & Behavioral Sciences (BA) | 2001-2002 Program Review | Not published | Compilation of alumni's professional positions; Periodic alumni surveys; Piggy-backing evaluation of some of the outcomes on comparable LCC outcomes (e.g., critical thinking); Informal reports from major employers in the region | Alumni data available for all staff and faculty -- interpretation not formally delegated; Annual group advising sessions with students and alumni | Based on local employer feedback, SBS is in midst of expanding options for students' completion of state requirements for MHRT-C certification | 2001-02 |
| Occupational Therapy (MOT) | Yes | Student Handbook; ACOTE (accreditation agency) | National Certification Exam; Fieldwork evals; Employer surveys; Course Evals | The faculty at weekly faculty meetings and at program curriculum retreats | We have revised the curriculum to include more content in certain areas. | AOTA Biennial review 2010 – successful submission |
| **Muskie School** | | | | | | |
| Health & Policy Management (MS) | Yes | Course syllabi, program self-study | Capstone requirement | Curriculum Committee, Faculty Advisors and Program Chair | Course revisions | 2005 |

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| Communications Planning & Development (MS) | Yes | http://www.planningaccreditationboard.org/index.php?s=file_download&id=62 | Capstone requirement | Faculty and Chair of the program | Changed capstone processes regarding proposals and presentation of final products. | No formal review – planned for accreditation |
| Public Policy & Management (MPPM) | Yes | National Association of Schools of Public Affairs and Administration (NASPAA) accreditation. Circulated by NASPAA as an example of a learning based outcome system.<br><br>http://www.naspaa.org/accreditation/accreditation.asp | Capstone requirement | Faculty, Program Chair, and select program committees | Changes in program curriculum, individual courses, length of the program and addition of certificate programs | 2002 |
| **School of Business** | | | | | | |
| Business Administration (BS) | Yes | http://www.usm.maine.edu/sb/aol.html | Course embedded assessments and field tests. | School of Business Assessment of Learning Committee | Several curricular changes including: Addition of business quantitative analysis course. Addition of international business requirement. | |
| Business Administration (MBA) | Yes | http://www.usm.maine.edu/sb/aol.html | Course embedded assessments and field tests. | School of Business Assessment of Learning Committee | Curricular changes include: Development of a supply chain management course; Addition of a simulation package in our Operations Management course. Adoption of an ETS field test for external validity. | |

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| Business Administration (MSA) | Program discontinued | | | | | |
| **School of Law** | | | | | | |
| Law (JD) | Yes | http://mainelaw.maine.edu/student-services/pdf/student-handbook.pdf<br><br>Planning Your Course of Study presentation to first year students | Capstone courses, upper level writing requirement, clinical and other live client programs, multistate professional responsibility examination, patent bar examination, bar examination. | Faculty, Curriculum Committee, Associate Dean for Academic Affairs, bar examiners. | Ongoing curricular review has improved practical skills training, increased opportunities for externship, clinic placement and other live client opportunities, increased focus on bar examination preparation. | 2008 review by accrediting bodies, annual review by Associate Dean and Curriculum Committee. |

Institutions selecting E1a should also include E1b.

# Option E1: Part b. Inventory of Specialized and Program Accreditation

| Accredited Programs | (1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). | (2) Date of most recent accreditation action by each listed agency. | (3) List key issues for continuing accreditation identified in accreditation action letter or report. | (4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). * | (6) Date and nature of next scheduled review. |
|---|---|---|---|---|---|
| **College of Arts & Sciences** | | | | | |
| Art | National Association of Schools of Art & Design | April 2005 | 1) The Commission notes the actions already taken by the institution to bring the ceramics and printmaking studios in RA Hall into compliance with NASAD standards regarding facilities, health, and safety. The Commission also notes that the institution is "planning a renovation of the photography and sculpture studios and an addition to RA within a future coming bond issue." The progress report should provide the status of funding for and progress toward this renovation and addition.<br>2) The Commission is in receipt of USM Undergraduate Catalog 2004-05 and the institutions response regarding necessary steps to be taken to assure accuracy and consistency of program/ degree titles. The progress report should include documentation confirming that program names and titles are being used consistently in published materials. | 1) Knowledge of the central concepts, tools of inquiry, and structures of the discipline(s); can create learning experiences that make these aspects of subject matter meaningful to students.<br>2) Integration of the concepts, tools of inquiry, and structures among the disciplines.<br>3) Knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, and social development.<br>4) Plans instruction based upon knowledge of subject matter, students, and curriculum goals.<br>5) Understands and uses a variety of instructional strategies and appropriate technologies.<br>6) Creates and maintains a classroom environment which supports and encourages learning.<br>7) Demonstrates the ability to support students' learning and well-being by engaging students, home, school, colleagues and community.<br>8) Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.<br>9) Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.<br>10) Demonstrates a strong professional ethic and a desire to contribute to the education profession. | AY 2013-2014 |

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| Linguistics | Commission on Collegiate Interpreter Education | December 9, 2009 | 1) Submission of a report every two years, beginning 12/2011. This report is to contain a summary of activities and demonstrations that the Program remains in compliance with the CCIE Standards. You will receive a reminder and a format to follow 60 days prior to the due date of the report.<br>2) Submission of a report within 30 days of significant changes in program structure, staffing or curriculum.<br>3) Payment of the Annual Sustaining Fee of $400, due in December each year beginning in 2010.<br>There are areas that "need improvement" but are not binding nor are they stipulations for accreditation. | Standards-based Preparation (CCIE Standards)<br>1) Student outcomes, and qualitative and quantitative evaluation tool(s) used to assess graduate competencies.<br>2) Matrix of timelines for data collections.<br>3) Descriptions and or examples of data collection and subsequent analysis and interpretation of data.<br>4) Analysis and interpretation of data for program improvement.<br>5) Frequency of data collection.<br>6) Timelines for data collection.<br>7) Analysis and interpretation of data collected.<br>8) Evidence of collection of data.<br>9) Narrative description of the analysis and interpretation of data for program improvement.<br>10) Graduate and employer surveys over the past 3-5 years.<br>11) Program satisfaction surveys and examples of interview and/or focus group questions.<br>12) Results of evaluation of student performance on state and national certification examinations. | December 2019 |

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| Music | National Association of Schools of Music | June 2002 | The Commission commends the institution for its thorough response to all issues raised during the reaccreditation process, wishes the music unit well in its efforts to fill the faculty position vacated by the appointment of a new Dean and in its progress toward design and construction of a new facility. | Music Education 1-3<br>1) Licensed to teach music in grades K-12 in Maine and/or other states<br>2) Holds music educator position in public or private elementary, middle and/or high schools<br>3) Involvement with Maine and national-level music education policy and advocacy as members of the Maine Music Educators Association and the National Association of Music Education, the Music Educators National Conference<br>4) Completion of graduate education at USM or other universities nationwide<br>5) Faculty teaching music at the college or university level<br>Composer and arranger of music<br>6) Creation of teaching studio for private music instruction<br>7) Freelance musician performing locally, nationally and/or internationally<br>8) Military band, orchestra or choir musician<br>Professional pianists, organists and accompanists<br>9) Vocal soloist and choir member<br>10) Member of professional musical theatre company<br>11) Church choral director<br>12) Professional music director<br>13) Professional vocalist<br><br>14) Professional instrumentalist<br>15) Recording artist<br>16) Conducting community ensembles<br>17) Working in positions of music sales, merchandizing, and management | AY 2010-2011 |

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| Social Work | BSW and MSW Council on Social Work Education | BSW October 2005<br><br>MSW February 2009 | At its October 2004 meeting, the COA reviewed the Self Study, Accreditation Review Brief, and the Program's Response to the Brief as the reaffirmation application for the baccalaureate social work program at the University of Southern Maine. The COA voted to reaffirm the program's accreditation for eight yrs, ending October 2011 with a progress report to be reviewed by the COA.<br>At its **October 2005** meeting, the COA reviewed the Progress Report for the baccalaureate social work program. The COA voted to accept the report.<br>Thus, all issues raised in the 2004 report were addressed and satisfactorily resolved in the 2005 report.<br><br>At its February 2008 meeting, the COA reviewed the Self Study, the Accreditation Review Brief and the program's response to the Brief as the reaffirmation application for the master's social work program. The COA voted to reaffirm the program's accreditation for eight years, ending in October 2015, due to an administrative adjustment, with a progress report to be reviewed by the COA.<br>At its **February 2009** meeting, the COA reviewed the Progress Report for the master's social work program at the University of Southern Maine. The COA voted to accept the Progress Report.<br>Thus, all issues raised in the February 2008 report were addressed and satisfactorily resolved in the 2009 report. | Competency-based standards.<br><br><u>Candidate Assessments:</u><br>Metrics focused on outcome performance of practice behaviors (integrating and applying practice-based competencies).<br><br><u>Program Assessments:</u><br>Evidence from course embedded activities, skill/content-specific assessments, external, third-party feed-back.<br>e.g., GPA (cumulative, professional sequence).<br><br>Clinical Evaluations, Alumni Surveys and State Licensure Exams | BSW October 2011<br>MSW October 2015 |
| **Applied Science, Engineering & Technology** | | | | | |
| Computer Science | Accreditation Board for Engineering and Technology (ABET) – Computing Accreditation Commission | August 11, 2009 | The Computer Science program was accredited for the maximum six year term.<br><br>Two concerns:<br>1. Both oral and written communication skills need to be applied and developed in the program.<br><br>2. The ability of the current level of support personnel staffing to install and maintain the laboratories and computing facilities is not clear. | Programs are judged against 8 general criterion areas with requirements pertaining to:<br>Criterion 1. Students<br>Criterion 2. Program Educational Objectives<br>Criterion 3. Student Outcomes<br>Criterion 4. Continuous Improvement<br>Criterion 5. Curriculum<br>Criterion 6. Faculty<br>Criterion 7. Facilities<br>Criterion 8. Institutional Support | September 30, 2015 |

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| Engineering | Accreditation Board for Engineering and Technology (ABET) – Engineering Accreditation Commission | June, 2010 (pending hearing) | All program options were fully accredited for the maximum six year term<br><br>The Industrial Management and Construction Management options were cited as partially compliant on the program balance standard for not providing any written justification for any of the limits being exceeded as outlined in the standard.<br><br>The program was cited for partial compliance for the standard on advisory committees for not having a specified length of appointments for those serving on such a committee.<br><br>A waiver was granted for new program options in construction management and electro-mechanical systems since those new program options had not been in existence long enough to have a sufficient number of graduates to assess. | Programs are judged against 8 general criterion areas with requirements pertaining to:<br>Criterion 1. Students<br>Criterion 2. Program Educational Objectives<br>Criterion 3. Student Outcomes<br>Criterion 4. Continuous Improvement<br>Criterion 5. Curriculum<br>Criterion 6. Faculty<br>Criterion 7. Facilities<br>Criterion 8. Institutional Support | June, 2015 (pending hearing) |
| Technology | Association of Technology, Management, and Applied Engineering (ATMAE) | Nov. 1, 2009 | All program options were fully accredited for the maximum six year term<br><br>The Industrial Management and Construction Management options were cited as partially compliant on the program balance standard for not providing any written justification for any of the limits being exceeded as outlined in the standard.<br><br>The program was cited for partial compliance for the standard on advisory committees for not having a specified length of appointments for those serving on such a committee.<br><br>A waiver was granted for new program options in construction management and electro-mechanical systems since those new program options had not been in existence long enough to have a sufficient number of graduates to assess. | Programs are judged against 63 standards.<br><br>6. Standards for Accreditation – Baccalaureate Degree Programs<br>The objective of accreditation is to ensure that programs in Industrial Technology which are accredited meet or exceed established standards. Consideration will be given to both the qualitative and quantitative criteria set forth in these standards.<br>6.1 Preparation of Self-Study Report<br>6.2 Philosophy and Objectives<br>6.2.1 Mission<br>6.2.2 Program Definition<br>6.2.3 Program Acceptance<br>6.2.4 Program Goals<br>6.3 Program of study<br>6.3.1 Program Name<br>6.3.2 Program Level<br>6.3.3 Program Definition<br>6.3.4 Program Emphasis<br>6.3.5 Foundation Requirements<br>6.3.6 Course Sequencing<br>6.3.7 Application of Mathematics and Science<br>6.3.8 Computer Applications<br>6.3.9 Communications | Nov. 1, 2015 |

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| | | | | 6.3.10 Industrial Experience<br>6.3.11 Competency Identification<br>6.3.12 Competency Validation<br>6.3.13 Program Development, Revision, and Evaluation<br>6.3.14 Transfer Course Work<br>6.3.15 Upper Division Course Work<br>6.3.16 Program<br>6.3.17 Legal Authorization<br>6.4 Instruction<br>6.4.1 Course Syllabi<br>6.4.2 Reference Materials<br>6.4.3 Program Balance: General Education, Physical Sciences, Management, Technology, and Electives<br>6.4.4 Problem-Solving Activities<br>6.4.5 Supervision of Instruction<br>6.4.6 Scheduling of Instruction<br>6.5 Faculty<br>6.5.1 Full-Time Faculty<br>6.5.2 Minimum Faculty Qualifications<br>6.5.3 Academic Preparation of Faculty<br>6.5.4 Selection and Appointment Policies<br>6.5.5 Tenure and Reappointment Policies<br>6.5.6 Faculty Loads<br>6.6 Students<br>6.6.1 Admission and Retention Standards<br>6.6.2 Scholastic Success of Students<br>6.6.3 Placement of Graduates<br>6.6.4 Student Evaluation of Program(s)<br>6.6.5 Student Enrollment<br>6.6.6 Advisory and Counseling Services<br>6.6.7 Ethical Practices<br>6.7 Administration<br>6.7.1 Program Administration<br>6.7.2 Administrative Leadership<br>6.7.3 Administrative Support<br>6.8 Facilities and<br>6.8.1 Adequacy of Facilities and Equipment<br>6.8.2 Support for Facilities and Equipment<br>6.8.3 Appropriateness of Equipment<br>6.9 Computer Systems<br>6.9.1 Availability of Computer Systems<br>6.9.2 Utilization of Computer Systems<br>6.10 Financial Resources<br>6.10.1 Financial Support<br>6.10.2 External Financial Support<br>6.11 Library and Information Resources | |

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| | | | | 6.11.1 Library and Internet Resources<br>6.11.2 Utilization of Library and Internet Resources<br>6.12 Support<br>6.13 Placement Services<br>6.13.1 Placement Services<br>6.13.2 Cooperative Education/Internship<br>6.14 Industrial Advisory Committee(s<br>6.14.1 Program Advisory Committee(s<br>6.14.2 Advisory Committee Meetings<br>6.15 Educational Innovation<br>6.16 Assessment | |
| **College of Education & Human Development** | | | | | |
| Teacher Education | State of Maine Approved Program and Teacher Education Accreditation Council | 2009 | None. | State of Maine Unit Program Approval Standards<br><br>State of Maine and USM Initial Teacher Certification Standards<br><br>Praxis I and Praxis II | 2014 |
| Human Resource Development | Clinical Mental Health Counseling and School Counseling: Council for the Accreditation of Counseling and Related Programs (CACREP)<br><br>Rehabilitation Counseling: Council on Rehabilitation Counseling (CORE)<br><br>School Psychology: National Association of School Psychologists (NASP) | 2010<br><br>2006<br><br>2009 | Report is forthcoming. | Licensure for clinical mental health counselors<br><br>Certification for School Counselors<br><br>National Certification for Rehabilitation Counselors<br><br>Certification for masters-level Certified School Psychological Service Providers (CSPSP), Nationally Certified School Psychologist (NCSP), Board Certified Behavior Analyst (BCBA) and licensure for doctoral-level Psychologists | 2010<br><br>2010<br><br>2014 |
| Professional Education | Literacy Education and Educational Leadership: State of Maine Approved Program | 2009 | None. | State of Maine Unit Program Approval Standards<br><br>Praxis I and Praxis II | 2014 |

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| **Lewiston Auburn College** | | | | | |
| Occupational Therapy | ACOTE – Accreditation Council for OT Education | 2001 Full accreditation For 10 years. | 1)Review of each MOU every 5 years<br>2)System for reviewing effectiveness<br>These were met by March of 2001. | They identified 8 major strengths including:<br>1.Support by university administrators<br>2.Program director<br>3. Program faculty<br>4.Librarian<br>5.Fieldwork educators and OT community<br>6.Students and graduates for their knowledge base and advocacy for the profession<br>7.curricular emphasis on occupation, clinical reasoning, and self-reflection<br>8.The administrative assistant<br><br>Our key performance indicators are:<br>Pass rate on nat'l exam; Student success in fieldwork; Extremely high employment rate; Highest graduation rate of any graduate program at USM | Summer 2011 for site visit and full accreditation review |
| **Muskie School of Public Service** | | | | | |
| Public Policy & Management | Commission on Accreditation of Healthcare Management Education | 2005 | Expansion of specialize education in healthcare finance; Enhanced emphasis on governance and human resources. | None | 2010 |
| **School of Business** | | | | | |
| Business Administration | AACSB | Reaccreditation Awarded Jan 10, 2010 | Number of faculty to support a major, journal quality metrics, faculty development funds. | Faculty Sufficiency, Assessment of Learning, Resource Allocation, Accomplishment of Mission | Fall 2014 |
| **School of Law** | | | | | |
| Law | American Bar Association<br><br>American Association of Law Schools | 2008<br><br>2008 | Security of position for non-tenure track faculty; adequacy of physical facility; stability and adequacy of financial resources; adequacy of classroom technology.<br><br>Diversity of faculty; diversity of student body; financial issues (adequacy of support, degree of budget control). | Multistate Professional Responsibility Examination results, Patent Bar Examination results, bar exam results, employment at graduation and nine months after graduation. | 2015 for both American Bar Association and American Association of Law Schools – regular sabbatical accreditation review. |

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| **College of Nursing & Health Professions** | | | | | |
| Nursing | *CCNE accreditation 2005-2010 (awaiting notification of reaccreditation)<br>Commission on Collegiate Nursing Education<br><br>Approved by Maine State Board of Nursing 2007-2013 | CCNE 2005*<br>MSBN 2007 | Awaiting 2010 letter. Final outcome and recommendations will be October 2010 | BS: State licensure (NCLEX) test pass rates; employment %, employer satisfaction, student exit and alumni satisfaction, MS: Certification pass rates, employment %; employer satisfaction, student exit and alumni satisfaction, | CCNE: 2010 reaccreditation report, review and visit completed March, awaiting letters and final confirmation and directions October 2010<br><br>Maine State Board of Nursing (MSBN) visit anticipated 2013 |
| Exercise, Health & Sport Sciences | Health Fitness: CAAHEP accreditation in the Exercise Sciences | 9/30/09 – initial accreditation (5 years) | Completion of annual report required for continued accreditation – areas include key indicators (see list), curriculum, clinical affiliations, administrative support, budget, advising, faculty, admissions | Retention rate<br><br>Graduate placement (jobs, graduate school)<br><br>National credentialing exams (participation/pass rate)<br><br>Employer survey (response rate, level of satisfaction)<br><br>Graduate survey (response rate, level of satisfaction) | 9/30/14 |
| Exercise, Health & Sport Sciences | Commission on Accreditation of Athletic Training Education (CAATE) | 2007 Full Accreditation Granted | None; currently in compliance with CAATE. | Must file annual report with CAATE. | May 2010 |

*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

# S1, S2 & S3 Forms

| Form S1. RETENTION AND GRADUATION RATES | | | | | | |
|---|---|---|---|---|---|---|
| **Student Success Measures/ Prior Performance and Goals** | | 2 Years Prior | 1 Year Prior | Most Recent Year | Goal Next Year | Goal 2 Years Forward |
| | | | | | | |
| **IPEDS Retention Data** | | | | | | |
| | | **Fall 2007** | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** |
| Bachelors degree students | | 67% | 64% | 65% | 67% | 69% |
| **IPEDS Graduation Data** | | | | | | |
| | | **Aug 07** | **Aug 08** | **Aug 09** | **Aug 10** | **Aug 11** |
| Bachelors degree students | | 34% | 34% | 36.8% | 38% | 39% |
| **Other Undergraduate Retention Rates (1)** | | **Fall 07** | **Fall 08** | **Fall 09** | | |
| a | EYE Cohorts (Fall-to-Fall) | 62.5% | 66.8% | 65.1% | | |
| b | RSP Cohorts (Fall-to-Fall) | 86.3% | 82.7% | 77.4% | | |
| c | ENG 104 Students (Fall-to-Fall) | ----- | 63.3% | 62.4% | | |
| d | FRS 180-Conditional/GO (Fall-to-Fall) | 61.0% | 54.6% | 52.8% | | |
| e | Alerted Freshmen Students-Academic Alert Program (Fall-to Fall) | 62.7% | 46.4% | 51.8% | | |
| | | | | | | |
| **Other Undergraduate Graduation Rates (2)** | | | | | | |
| a | | | | | | |
| b | | | | | | |
| c | | | | | | |
| **Graduate programs *** | | | | | | |
| Retention rates first-to-second year (3) | | Graduate Retention Rates By School/College available on the Information Reporting Webpage at: http://usm.maine.edu/inforeporting/student/reports/Graduate/ | | | | |
| Graduation rates @ 150% time (4) | | Graduate Graduation Rates By School/College available on the Information Reporting Webpage at: http://usm.maine.edu/inforeporting/student/reports/Graduate/ | | | | |
| **Distance Education** | | | | | | |
| Course completion rates (5) | | **Not Available** | | | | |
| Retention rates (6) | | **Not Available** | | | | |
| Graduation rates (7) | | **Not Available** | | | | |
| **Branch Campus and Instructional Locations** | | | | | | |
| Course completion rate (8) | | **Not Available** | | | | |
| Retention rates (9) | | **Not Available** | | | | |
| Graduation rates (10) | | **Not Available** | | | | |
| | | | | | | |
| **Definition and Methodology Explanations** | | | | | | |
| 1 | (a) EYE Cohort- refers to those students who completed an EYE Course during their first semester at USM.<br>(b) RSP Cohort- refers to those students who were in the Russell Scholars Program their first semester at USM.<br>(c) ENG 104 Students-refers to those students who did NOT meet the English proficiency level upon entry to USM, due to their low SAT-Writing score or those with no SAT –Writing scores.<br>(d) FRS 180 Conditional/GO Students-refers to the group of conditional/GO students who completed the FRS 180 course their first semester at USM.<br>(e) Alerted Freshmen Students-refers to freshmen students who were given an alert notice for needing intervention after a faculty member reported that they were having difficulty in one or more courses during their first semester at USM --(Academic Alert Intervention Program). | | | | | |

| | |
|---|---|
| 2 | |
| 3 | Graduate Retention Rates By School/College available on the Information Reporting Webpage at: http://usm.maine.edu/inforeporting/student/reports/Graduate/ |
| 4 | Graduate Graduation Rates By School/College available on the Information Reporting Webpage at: http://usm.maine.edu/inforeporting/student/reports/Graduate/ |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| * An institution offering graduate degrees must complete this portion. | |

| Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS | | | | | |
|---|---|---|---|---|---|
| **Measures of Student Achievement and Success/ Institutional Performance and Goals** | | 2 Years Prior | 1 Year Prior | Most Recent Year | Goal for the Future |
| | | | | | |
| **Success of Students Pursuing Higher Degree** | | **Fall 07** | **Fall 08** | **Fall 09** | |
| 1 | EYE Cohorts :Performance after 1st year (overall GPA) | 2.19 | 2.40 | 2.50 | |
| 2 | RSP Cohorts: Performance after 1st year (overall GPA) | 2.86 | 2.53 | 2.65 | |
| 3 | ENG 104 Students: Performance after 1st year (overall GPA) | ----- | 2.42 | 2.41 | |
| 4 | FRS 180-Conditional Students: Performance after the 1st year (overall GPA) | 2.43 | 2.09 | 2.11 | |
| 5 | Alerted Freshmen: Performance after 1st semester (overall GPA) | 1.26 | 1.68 | 1.39 | |
| 6 | MAT 009-101 Students: Performance after 1st year (overall GPA) | ----- | 2.39 | 2.26 | |
| | | | | | |
| **Definition and methodology explanations** | | | | | |
| *See S1 Form for some definitions of the above student groups.<br><br>*MAT 009-101 Students-refers to students who did NOT meet the mathematics proficiency level upon entry to USM by their SATM score or by the ACCUPLACER Math Placement Scores and were required to take the lowest level math courses; developmental math (M009) and/or the college readiness math (M101). | | | | | |
| **Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)** | | | | | |
| 1 | Graduates who plan to attend grad school upcoming in the fall or within two years | 19% | 19% | 45% | |
| 2 | Graduates who plan to join the military | --- | --- | 4% | |
| 3 | Graduates who plan to join the Peace Corps or Americorp | --- | --- | 9% | |
| 4 | Graduates who plan to teach or study abroad | --- | --- | 5% | |
| **Definition and methodology explanations** | | | | | |
| *Responses from the Graduating Senior Survey…administered annually to May graduates. | | | | | |
| **Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| **Definition and methodology explanations** | | | | | |
| | | | | | |
| **Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

| | | | | |
|---|---|---|---|---|
| **Definition and methodology explanations** | | | | |
| | | | | |
| **Other (Specify Below)** | | | | |
| 1 | | | | |
| 2 | | | | |
| **Definition and methodology explanations** | | | | |
| | | | | |

**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

| | | 2 Years Prior | 1 Year Prior | Most Recent Year | Goal Next Year | Goal 2 Years Forward |
|---|---|---|---|---|---|---|
| **State Licensure Passage Rates * (1)** | | | | | | |
| a | PRAXIS- I Teacher Certification Tests: Reading, Writing, Math Test | (2007-08) 54/54 | (2008-09) 89/89 | (2009-10) 81/81 | | |
| b | PRAXIS-II Subject Area Tests: School Psychology | ---- | (2008-09) 6/6 | (2009-10) 8/8 | | |
| c | | | | | | |
| d | | | | | | |
| e | | | | | | |
| **National Licensure Passage Rates * (2)** | | | | | | |
| a | NCE (National Counselor Examination) | (2007-08) 15/15 | (2008-09) 15/15 | (2009-10) 13/13 | | |
| b | ATMAE Certified Technology Manager Exam | ---- | (2008-09) 8/9 | (2009-10) 3/4 | | |
| c | | | | | | |
| d | | | | | | |
| e | | | | | | |
| **Job Placement Rates **(3)** | | | | | | |
| a | | | | | | |
| b | | | | | | |
| c | | | | | | |
| d | | | | | | |
| e | | | | | | |
| f | | | | | | |
| g | | | | | | |
| h | | | | | | |

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

**Institutional Notes of Explanation**

| | |
|---|---|
| 1a | 100% pass rate. PRAXIS-I Basic Teacher Certification Test is required for admission to M.S.Ed in Teaching and Learning, and the ETEP Teaching Program |
| 1b | 100% pass rate. PRAXIS-II Subject Area Test in School Psychology is required for the student portfolio in MS in Psychology program, beginning in 2008-09. |
| 2a | 100% pass rate. NCE Exam is required to be a certified counselor, graduates from M.S. in Counseling Program. |
| 2b | ATMAE passing rates: 89% in 2008-09, 75% in 2009-10. Exam was done for the past two years on a volunteer basis for Technology majors, but the certification test will be required for future graduating classes for BA/BS program in Technology. |
| | |
| | |

# Reference Documents By Standard

Introduction
The 21st Century USM

Standard 1
Final Report and Implementation of the New Challenges New Directions Initiative
USM Strategic Plan Implementation

Standard 2
Preparing USM for the Future
Southern Maine Imperative
The USM Plan
Transforming USM 2004-2009
Fifth Year Interim Report for NEASC
New Challenges New Directions Work Plan
Final Report and Implementation of the New Challenges New Directions Initiative
Membership of Task Teams
Reorganization Task Force White Paper
Design Team Academic Reorganization Proposal
Lovett/Collins Assessment of Research, Creative and Scholarly Activity Report 2005
The Advising Network web site

Standard 3
Board of Trustees
Maine Revisited Statues Title 20, 2251
Board of Visitors
Board of Trustees: Statement on Shared Government
University of Southern Maine Faculty Handbook
University of Southern Maine Governance Document
University of Maine System Charter
New Challenges New Directions Initiative
Board of Trustees By-Laws
University of Maine System Constitution
Board of Trustees Policy Manual
Board of Trustees Policy Manual Sec. 301
Board of Trustees Policy Manual Sec. 103
Board of Trustees Policy Manual Governance Documents
University of Southern Maine Governance Structure
University of Southern Maine President's Website
University of Southern Maine Senate Minutes
University of Southern Maine Organizational Chart
University of Southern Maine University Council
University of Southern Maine Academic Council
University of Southern Maine Graduate Council
Maine's Public Policy on Education
University of Southern Maine Faculty Senate
The Free Press
Student Government Association of the Portland-Gorham Campuses
Student Government Association of the Lewiston-Auburn Campus

USM Classified Staff Senate
USM Professional Staff Senate
New Challenges New Directions Work Plan
The 21st Century USM

Standard 4
University of Southern Maine Catalog
Undergraduate Core Requirements - English Composition
Undergraduate Core Requirements - Writing Intensive
AACSB Assurance of Learning Process
USM Evaluation of New Degree Program Proposals
USM Center for Technology-Enhanced Learning
Undergraduate Catalog
Summary of Undergraduate Degree Programs
Inventory of Departmental Assessment Activities
Undergraduate Core Curriculum
Fall 2009 Information Reporting IPEDS Student Report
Bachelor of Science in Nursing
Department of Mathematics and Science
Department of English
USM MaineStreet
Five Year Enrollment Statistics
Opening Breakfast Remarks 2009
Appendix V
Appendix VI
New Challenges New Directions Final Report
New Challenges New Directions Work Plan
Visions, Goals and Outcomes for General Education
Guidelines and Criteria for General Education Programs
Lewiston Common Core
Honors Pathway - Honors and General Education
USM Core Curriculum Proposal
Appendix VII
Design for a New USM Core Experience
USM Core Curriculum Description
Appendix VIII
USM Honors Program Assessment Methods Summary
CCC work plan for Fall 2011 Implementation
University of Southern Maine Graduate Catalog
University of Southern Maine Graduate Studies Website
University of Southern Maine Faculty Handbook
Office of Prior Learning Assessment
Policy on Academic Integrity
World Education Services
Mainestreet - Information on Transfer Course Equivalency
University of Southern Maine Articulation Agreements
University of Southern Maine Undergraduate Residence Requirement
University of Southern Maine Graduate Admissions Policy

Standard 5
University of Southern Maine Mission Statement
Preparing USM for the Future 2009-2014
University of Southern Maine Governance Constitution
AFUM Contract 2007-2009
University of Maine System Administrative Procedures Manual
Faculty: Data First Forms
University of Southern Maine Employment Services
University of Southern Maine Provost's Office
University of Southern Maine 2009-2010 Faculty Handbook
UMS Faculty and Tenure Statistics 2008-2009
USM At a Glance 2008-2009
University of Southern Maine Criteria for Tenure and Ranks
UMS Administrative Procedures Manual
PATFA Contract
Thinking Matters
Office of Research Compliance
Office of Sponsored Programs 2007-2008 Annual Report
University of Southern Maine Author's Wall
University of Southern Maine Public Affairs Blog "What We're Doing"
University of Southern Maine OSP Annual Report
University of Southern Maine Administrative Procedures Manual

Standard 6
University of Maine Undergraduate Admission Policies
Free Press Article:"Jelena Price: full-time worker, part-time student"
Undergraduate Admissions
NEASC Statement of Principles and Good Practice
Transfer Affairs Office
"GO" Program
Office of Multicultural Student Affairs
English Language Bridge Program
Early Study Program
US Census - Maine QuickFacts
Office of Graduate Admission
Graduate Catalog
Knocking at the College Door: Projections of High School Graduates
Maine Community College System Enrollment Highlights
Student Success Center
Student and University Life
Academic Affairs
Finance and Administration
Office of Support for Students with Disabilities
Learning Foundation
University Police
Department of Residential Life and Residential Education
Dean of Student Life

Office of Community Standards
University Health and Counseling Services
Women's Resource Center
Office of Substance Abuse Prevention
Center for Sexuality and Gender Diversity
Office of International Programs
English for Speakers of Other Languages
University of Southern Maine Community Engagement
Financial Aid Office
Student Billing Office
Student Involvement and Activities
Campus Involvement and Activities
Graduate Student Government
Portland & Gorham Campus Student Senate
Lewiston-Auburn Campus Student Senate
USM Athletics and Recreation
Recreational Sports
University of Maine Undergraduate Student Policies
Confidentiality of Student Records Policy
Registrar's Office
Division of Information and Technology
Guidelines for General Education
USM Information Reporting
Residence Halls
USM Dinning Services
USM Strategic Plan: Preparation for the Future 2009-2014

Standard 7
University of Maine System Library Networks
University of Southern Maine Libraries Organizational Chart
University of Southern Maine Library Website
University of Maine System-wide Library Collaborations
Library Building Projects
Library Information Commons
Law Library Re-Accreditation
University of Southern Maine Library Strategic Plan 2003
University Libraries Strategic Themes and Priorities
Library Policies and Procedures
University Computing Policies and Agreements
Library Liaison Program
Information Literacy Plan for USM Libraries
USM Libraries Faculty Toolbox
Library Instructional Services
"InfoSavvy" Blog
FRS 197: Information Literacy Course
FRS 197: Information and Source Material
USM Specialized Collections
Osher Map Library and Smith Center for Cartographic Education

USM Special Collections
Jean Byers Sampson Center for Diversity in Maine
USM Franco-American Collection
Osher Map Library Board Members
Faculty Scholars for Specialized Collections
"Seven Campuses, One Collection"
USM Interlibrary Load Program
Libraries/Instructional Technology & Media Services Website
Computing @ USM Website
Center for Technology-Enhanced Learning
Maine InfoNet (MIN)
USM Libraries Information Literacy Program
USM LibQual Survey Results Report
Program Statement for Osher Map Library Expansion and Arcade Entrance 2006
Library Website Survey Results
Maine InfoNet(MIN) State-Wide Library Consortium
Maine InfoNet Board Members 2010
University College Website
Historic Map Works Inc.
Jean Byers Sampson Center Catalyst for Change Award Recipients
JSTOR
Center for Technology Enhanced Learning (CTEL) Committees
USM University Outreach
USM Division of Information and Technology
USM e-Learning Initiative
Equipment and Classroom Technology (ITMS)
University of Maine System IT Services

Standard 8
Transforming USM: 2004-2009
Introduction to LEED Certification
Classroom Usage Statistics 2006-2008
Classroom Usage Statistics 2007-2010
Instructional Technology and Media Services
Classroom Technology Inventory
Division of Information and Technology
Current Computer Lab Power Usage
Computer Usage Spring 2007-Summer 2009
Computer Usage Fall 2009-Present
Data Security Policies
Evaluation of Facilities Management
New Space Utilization Policy
Deferred Maintenance List
University of Southern Maine Dean's Classroom Review and Report
Core Data Staff Comparisons
10 Steps to Internet Security
Support for Students with Disabilities
Preparing USM for the Future: 2009-2014

Standard 9
Selma Botman, Staff Opening Breakfast Remarks
Preparing USM for the Future, 2009-2014
Administrative Practice Letters
NEASC Five Year Interim Report
University of Southern Maine Finance and Administration
Final Report of the New Challenges, New Directions Initiative
Principles for USM Budget Development and Management
New Challenges, New Directions Initiative Work Plan

Standard 10
University of Southern Maine Website
University of Southern Maine Website: Contact Us
University of Southern Maine Website: Directory
University of Southern Maine Graduate Catalog
University of Southern Maine Undergraduate Catalog
University of Southern Maine Website: About USM
Tuition and Fees
NEASC Student Survey April 2009
Financial Aid Office
Survey Summary for Summer Orientation 2009
University of Southern Maine Website: Rankings and Recognition
NEASC Standard 10 CHIE Form
USM Today
Expected Results of a University Education
Master's Program in Occupational Therapy
University of Southern Maine Website: Discover USM
Information Reporting Student Information
Academic Support Services
Academic Assessment Tools
Student Success Center
Advising Services
University of Southern Maine Alumni Relations

Standard 11
University of Maine System Charter
Board of Trustees
USM Mission Statement
USM Governance Document
AFUM Contract 2007-2009
PATFA Contract 2007-2009
UMS Intellectual Property Policy
UMS HIPAA General Operating Policies
USM Institutional Review Board on Human Subject Research
Institutional Biosafety Committee
Institutional Animal Care and Use Committee
Review of Research Administration Function at the University of Southern Maine

USM Strategic Plan Implementation
USM Faculty Senate
USM Human Resources Department
Office of Community Standards Student Integrity Policy
UMS Student Conduct Code
Standard 11 in other Standards: Matrix 11.10