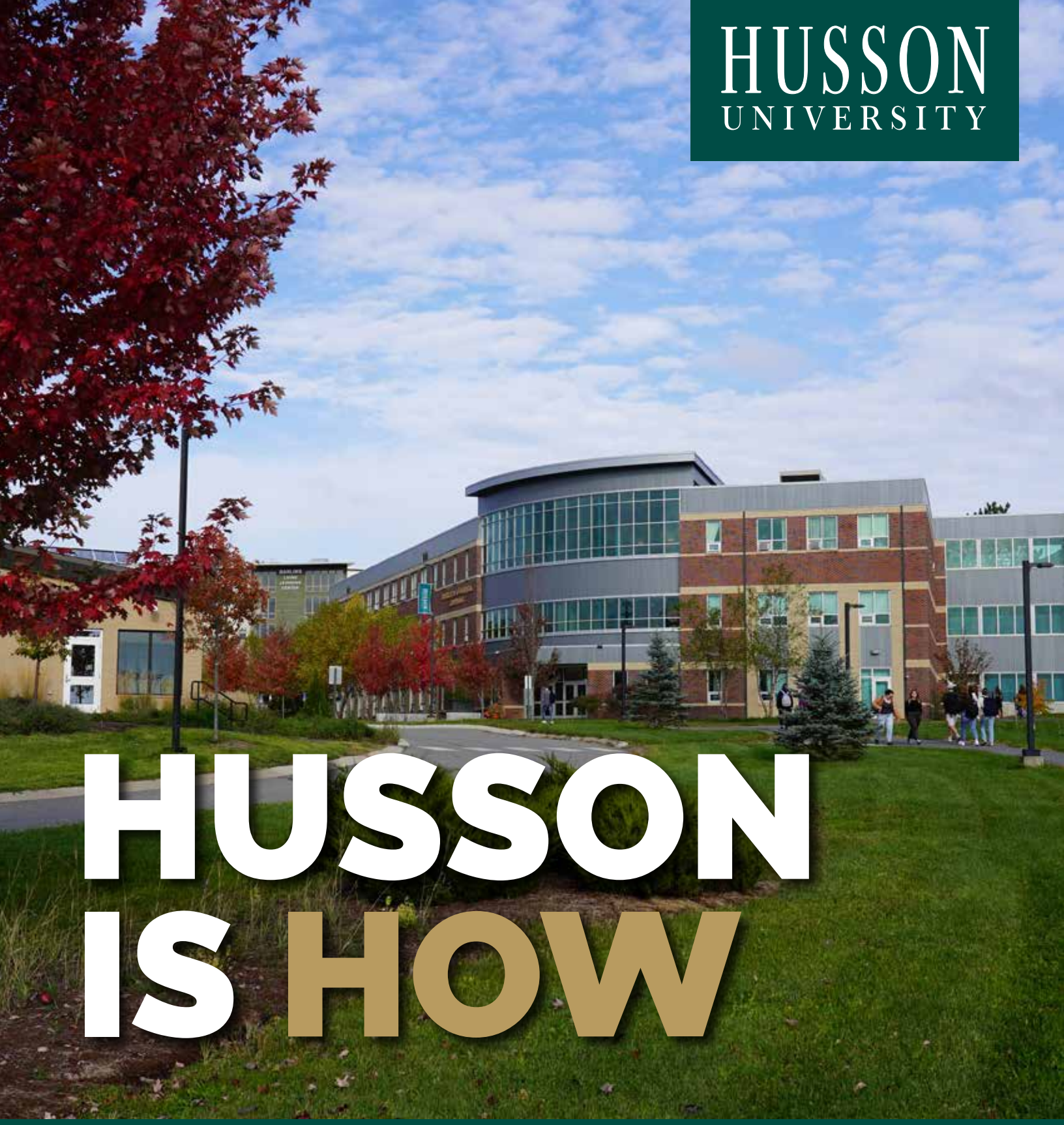
HUSSON UNIVERSITY



HUSSON IS HOW

HUSSON UNIVERSITY

NECHE 2023 Self-Study

DECEMBER 2022

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Institutional Characteristics Form

Date January 1, 2023

1. Corporate name of institution: Husson University
2. Date institution was chartered or authorized: 1961
3. Date institution enrolled first students in degree programs: 1950
4. Date institution awarded first degrees: 1954
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: State of Maine – Legislature A.S., B.S., M.S.

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	☐	Other doctoral degree granting programs
		☐	Other (Specify)

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

☐	Occupational training at the crafts/clerical level (certificate	☒	Liberal arts and general

or diploma)

☐ 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:
☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate 12 credit hours

b) Graduate 6 credit hours

c) Professional 15 credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount			
Part-time student headcount			
FTE			

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

12.

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

Program	Agency	Accredited since	Last Reviewed	Next Review
BS Education	Maine Department of Education	2003	2018	2023
Nursing (BS / MSN)	CCNE	2003	2017	2027
Occupational Therapy (MSOT)	ACOTE	2003	2016	2026
Physical Therapy (DPT)	CAPTE	2000	2020	2025
Business (BS,	IACBE	2005	2022	TBD

MBA)				
Pharmacy (PharmD)	ACPE	2010	2020	2023
Counseling	CACREP	2014	2022	TBD
Physical Therapy Residency	ABPTRFE	2020	2020	2025

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	N/A		
B. Out-of-state Locations	N/A		

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
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associates, baccalaureate, master's, and 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: UGFT+(UGPT/3) or GRFT+(GRPT/2)
BS Accounting	Baccalaureate	100%	14.3
BS Accounting - Master of Business Administration	Baccalaureate	100%	2.3
BS Bus Ad	Baccalaureate	100%	40.7
BS Bus Ad - Marketing Mgmt	Baccalaureate	100%	3.7

BS Bus Ad - Master of Business Administration	Baccalaureate	100%	0.7
BS Bus Ad - Mgmt	Baccalaureate	100%	12.0
BS Bus Ad - Paralegal Certificate	Baccalaureate	100%	1.0
BS Business and Liberal Studies	Baccalaureate	100%	2.0
BS Business and Professional Studies	Baccalaureate	100%	13.0
BS Criminal Justice	Baccalaureate	100%	5.3
BS Healthcare Administration & Public Health	Baccalaureate	100%	15.3
BS Healthcare Administration & Public Health - Master of Business Admin - Healthcare Mgmt	Baccalaureate	100%	2.3
BS Healthcare Administration & Public Health - Master of Business Administration	Baccalaureate	100%	0.7
BS Integrated Technology - Software Development	Baccalaureate	100%	7.7
BS Integrated Technology - Web Design and Dev	Baccalaureate	100%	1.0
BS Psychology	Baccalaureate	100%	42.3
BS Software Development	Baccalaureate	100%	0.3
Certificate - Accounting	Certificate	100%	1.0
Certificate - Business Administration	Certificate	100%	0.7
Certificate GR - Business Analytics	Certificate	100%	2.0
Certificate GR - Human Resource Management	Certificate	100%	0.7
Certificate GR - Risk Management	Certificate	100%	0.3
Master of Business Admin - Business Analytics	Master	100%	6.0
Master of Business Admin - Healthcare Mgmt	Master	100%	21.5
Master of Business Admin - Innov & Entrepreneurshi	Master	100%	6.0
Master of Business Admin - Organizational Mgmt	Master	100%	16.5
Master of Business Admin - Risk Management	Master	100%	6.0
Master of Business Administration	Master	100%	43.5
Master of Business Administration - Athletic Admin	Master	100%	2.0

Master of Business Administration - Data Analytics	Master	100%	3.5
Master of Public Health	Master	100%	5.5
MS Criminal Justice Administration	Master	100%	1.0
MS Nrsg/Family & Community NP	Master	100%	0.5
MS Nursing - Adult Gerontology Acute Care NP	Master	100%	7.5
MS Nursing - Educational Leadership	Master	100%	3.5
MS Nursing - Family Nurse Practitioner	Master	100%	45.5
MS Nursing - Family Psychiatric Nurse Practitioner	Master	100%	2.5
MS Nursing - Psychiatric Mental Health Nurse Pract	Master	100%	47.0
Post Masters - Adult Gerontology Acute Care NP	Post Masters-Certificate	100%	2.0
Post Masters - Family Nurse Practitioner	Post Masters-Certificate	100%	1.0
Post Masters - Psychiatric Mental Health Nurse Pra	Post Masters-Certificate	100%	10.0

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
Maine Criminal Justice Academy	Vassalboro, ME	Criminal Justice	BS Criminal Justice	24
NALS, Inc.	Tulsa, OK	NALS, the Association for Legal Professionals	BS Paralegal Studies	3

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

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, the 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 the 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;

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;

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

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

- Incorporated as Shaw Business College in 1898.
- Becomes Maine School of Commerce in 1926.
- Chesley Husson is appointed Principal of the Maine School of Commerce in 1929.
- He becomes President of the Bangor Maine School of Commerce Corporation in 1935.
- The institution is re-named Husson College in 1947.
- Degree granting authority awarded by the State of Maine
    - 1954 – B.S. in business related fields
    - 1963 – A.S.
    - 1971 – Honorary doctorates
    - 1978 – M.S. in Business
    - 1982 – B.S. in Nursing
    - 1991 – B.S. without restriction
    - 1992 – M.S. without restriction
    - Get legislation for Doctoral approval – to list DPT and Pharm D
- Non-profit status acquired in 1962.
- New campus College Circle was occupied in 1969.
- New England Association of Schools and Colleges accreditation 1974.
- B.S. in Nursing program initiated in collaboration with Eastern Maine Medical Center (EMMC) in 1982.
- Graduate programs in Nursing and Physical Therapy initiated in 1994.
- Graduate programs in Counseling initiated in 2006.
- Husson College becomes Husson University 2008.
- School of Pharmacy founded in 2007 – inaugural class enrolled in 2009.
- Reorganized into College of Business, College of Health and Education, School of Science & Humanities and School of Pharmacy in 2010.
- $21,000,000 comprehensive campaign initiated 2011.

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Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees			
President/CEO	Robert A. Clark, Ph.D.	President and CEO	2010
Chief Academic Officer	Lynne Coy-Ogan, Ed.D.	Senior Vice President for Academic Affairs and Provost	2009
Deans of Schools and Colleges (Insert rows as needed)	Marie Hansen, Ph.D., J.D.	Dean, College of Business	2013
	Phillip Taylor, Ph.D., MBA	Dean, School of Science and Humanities	2021
	James Nash, Pharm.D., MPH, BCPS	Dean, College of Health and Pharmacy	2021
Chief Financial Officer	Thomas Welch, MBA, CPA	Vice President Finance and Administration	2022
Chief Student Services Officer	Pameal Kropp Anderson, MA	Dean of Students	
Institutional Research	Charlie Wakeling, EdD, MSM	Director of Institutional Research	
Assessment	Travis Allen, MEd, CAS	Assistant Provost for Accreditation & Assessment	2013
Development	Sarah Carey Robinson	Vice President of Advancement	
Library	Shelly Davis, MLIS	University Librarian	2021
Chief Information Officer	Garth Cormier	Associate Vice President of Information Technology	
Continuing Education	Amy Arnett, Ph.D.	Associate Provost for Online Learning	2021
Grants/Research	William Lindblad, Ph.D.	Professor of Pharmacology, Director of Office Of Research and Scholarship	2011
Admissions	Michael J. Fox	Vice President of Enrollment Management	2020
Registrar	Nancy Fenders, MSB	Registrar	2006
Financial Aid	Anne Tabor	Director of Financial Aid	
Public Relations	Eric Gordon	Executive Director of Communications	
Other			

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Organization of: academic affairs, showing a line of responsibility to the president for each department, school division, library, and admissions office; student affairs, including health services, student government, and intercollegiate activities; Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises; Organization of institutional advancement, including fund development, public relations, and the alumni office.

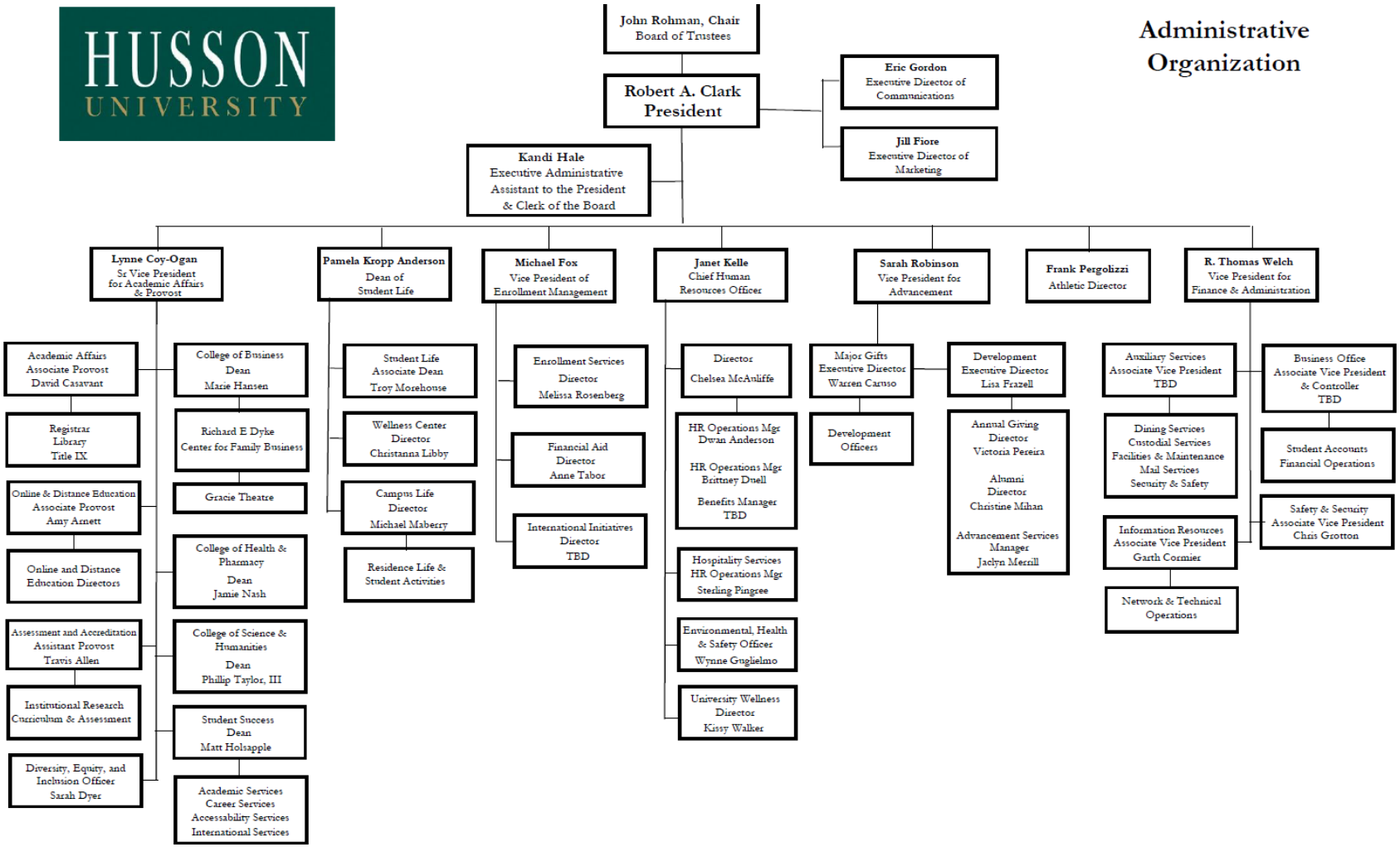


Table of NECHE Action, Items of Special Attention, or Concerns

Date of NECHE Letter	Summary of NECHE Actions, Items of Special Attention, or Concerns	NECHE Standard cited for each matter	Self-Study Page number were addressed
July 23, 2018	Emphasis on comprehensively assessing student learning across the institution with evidence of using the results for program improvement.	2.7 The institution's principal evaluation focus is the quality, integrity, and effectiveness of its academic programs. Evaluation endeavors and systematic assessment are demonstrably effective in the improvement of academic offerings, student learning, and the student experience. Systematic feedback from students, former students, and other relevant constituencies is a demonstrable factor in institutional improvement.	p.11, p.13, p.23-27 p.80-84
		2.8 The institution has a demonstrable record of success in using the results of its evaluation activities to inform planning, changes in programs and services, and resource allocation.	p.12
		8.1 The institution enrolling multiple student bodies, by degree level, location, modality, or other variables, develops and uses the data, evidence, and information below for each student body.	p.84-85
		8.4 The institution with stated goals for students' co-curricular learning systematically assesses their achievement. (See also 5.8, 5.20)	p.25 p.44
		8.8 The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the curriculum and learning opportunities and results for students.	p.83-84

Introduction

From the Self-Study Guide: A brief description of the campus self-study process affords insight into how various constituencies (faculty, administration, staff, students, trustees) participated in the self-study and how they were organized and undertook their tasks. In addition, the introduction should discuss the goals of the self-study and the extent to which they were achieved.

Process

As envisioned by NECHE, the self-study is the culmination of two-and-a-half years of planning and efforts by a broad spectrum of participants across the Husson Campus. During the summer of 2020, the Senior Vice President for Academic Affairs and Provost appointed a core team consisting of the Assistant Provost for Accreditation and Assessment, the Director of Institutional Research, and the Associate Provost of Academic Affairs to plan the self-study and form the nine committees that would shape the self-study. The committees had approximately ten members each. The committee makeup reflected a diverse group of individuals from Alumni Development to Dining Services. Members of the Executive Board of Trustees participated in Standards One, Two, and Three. Senior staff members also actively served on the committees. One Senior Staff Member served on Standards One, Five and Seven. Additionally, students served on Standards Three and Five. The Senior Vice President for Academic Affairs and Provost appointed chairs and assigned the core team to attend each of the committee meetings. During the fall, the Senior Vice President for Academic Affairs and Provost and a core team outlined and carried forward the following strategy: The committees considered the standards, the communications from the Commission, and preliminary evidence in the spring of 2021, deriving core themes for each of the standards. Committees refined the themes in the fall of 2021 and provided additional evidence for consideration. The core team provided preliminary drafts for consideration during the spring of 2022 which resulted in further guidance and refinement by the committees. The core team shaped a full draft during the summer break. The Standards committees provided a further review in the Fall of 2022 along with reviews and comments from the Senior Vice President for Academic Affairs and Provost, President, and Trustees. The University provided a copy of the self-study to NECHE staff for a preliminary review in October. Subsequent efforts leading up to the final submission included incorporating feedback and updated financial information before the final submission in January of 2023.

The University engaged in extensive educational efforts throughout this period of time. Dr. Patricia O'Brien provided a remote Zoom presentation during the spring of 2021 which was attended by the full Husson community. The Assistant Provost for Accreditation and Assessment and Director of Institutional Research attended NECHE Self-Study Part I training in the fall of 2020 and the Assistant Provost and Associate Provost participated in NECHE Self-Study Part II training at the end of July 2022. During the Faculty Development Days in May and August these past two years, the Chairs of the Standards Committees presented am overview of the progress made to faculty and staff. This also provided an opportunity to discuss further refinement of the draft as well as the expectations for the site visit. The Senior Vice President for Academic Affairs and Provost also provided a presentation to the Board of Trustees during their summer 2022 retreat.

The strategy fostered a culture of inquiry resulting in a document that incorporates consideration of all students, all locations, and all modalities of instruction. Starting in the spring of 2021 and during the 2021-2022 academic year, all nine committees met at least once per month with the committees connected to larger

standards meeting more frequently. Given the COVID-19 environment, chairs conducted meetings via Zoom. Each of the committees had access to a shared Google Drive for document access and a worksheet with the language for each of the enumerated standards that included space for delegating responsibilities or providing feedback. The committees accessed and reviewed Data First forms through these share locations. As noted, committee members had regular access to the series of drafts leading to a preliminary submission to the Commission in October of 2022 and this final submission in January of 2023.

Goals

At the time of the previous self-study, Husson was in its first five years of being a University, and the self-study provided the opportunity to reflect on the impact of that transition. This self-study provided the opportunity for community building and reflection at a pivotal time for Husson University: including the COVID-19 pandemic, ongoing building projects, and the context of regional demographic decline. However, during the last self-study, the University has experienced consistent leadership on the Senior Staff (with the President serving for 15 years and the Senior Vice President for Academic Affairs and Provost serving for 14 years) and in many of the middle-management positions. This leadership set the trajectory through the four pillars of strategic planning (see Standard 2) that paved the way for the recent completion of the Alfond Hall and the transition to in-house online programming during the pandemic.

The process that led to this final draft is an expression of the maturity that Husson has achieved in responsiveness to accreditation and the challenges of higher education. Husson University's leadership is fully engaged in NECHE undertakings, participating on review teams. The participants contributed by sharing ideas and through multiple opportunities for input before and during the drafting process, rather than by using their time to write. The technological structure provided by the shared environment facilitated a unified approach and a voice fostered by the Chairs and supported by the core team. Regular meetings provided systematic reminders to engage in this time of reflection and consideration. While the University was prepared to submit a second draft in December, the draft advanced by the Senior Vice President for Academic Affairs/Provost and Assistant Provost for Accreditation and Assessment in October was recommended for final edits.

While the self-study will reveal that maturity in leadership provided for a sold response to the challenges of COVID-19, the opportunity to pause brought to light the need for ongoing reflection and continued hard work. The Board of Trustees has recently affirmed the four pillars of strategic planning, the mission, and the vision of the University. The strength derived from these solid foundations has carried the University through times that proved extremely challenging for other institutions of higher ed. The seal of the University carries the words, "Character and Humility" which fairly represents the reflections of Husson's community of stakeholders. Husson's humble acknowledgment of the challenges ahead is balanced by character-driven academic programming, solid operations, and stewardship of resources.

NECHE Steering Committee Chairs and Members

Standard 1: Mission & Purpose	Standard 2: Planning & Evaluation	Standard 3: Organization & Governance	Standard 4: Academic Program	Standard 5: Students	Standard 6: Teaching, Learning, & Scholarship	Standard 7: Institutional Resources	Standard 8: Educational Effectiveness	Standard 9: Integrity, Transparency, & Public Disclosure
Warren Caruso *	Chris Grotton *	Marie Hansen *	Karen Huhn *	Matthew Holsapple *	Sandip Wilson *	Janet Kelle *	Phillip Taylor *	Adam Crowley *
Annette DeRoche	Frank Barton	Conrad Dhing	Erin Owen *	Pamela Kropp Anderson	Karl Bishop	Garth Cormier	Amy Arnett	Liz Atkinson
John Michaud	Lisa Frazell	Mike Kamorski	Aaron Domina	Sarah Dyer	Steve Cunningham	Shelly Davis	Taryn Carson	Jill Fiore
Frank Pergolizzi	Shannon Graves	Chelsea McAuliffe	Nancy Fenders	Michael Fox	Rebecca Edelman	Bobby Duron	TJ Frail	Eric Gordon
Bob Sedgwick	Mike Knupp	Tom Stone	Ed Goguen	Janine Gmitter	Bill Lindblad	Sarah Robinson	Ray Kennard	Ernest Graham
Shelly Tennett	Melissa Rosenberg	Ryan Wheelock - PT, Student Government	Alicia Murray	Mike Maberry	Matt Pifer	Anne Tabor	Clint Libby	Troy Morehouse
Greg Winston	Charlie Wakeling	Bob Ronan- Trustee Member	David Prescott	Peter McLean	Tianzhi Yang	Brien Walton	Emilia Purington	Lee Speronis
John Rohnan - Trustee Member	Tom Warren		Stephanie Shayne	David Rogers	Jamie Nash	Thomas Welch	Valerie Sauda	Rodney Verrill
	Dan Hutchins - Trustee Member		Evan Wigton-Jones	Katie-Ann Dalton - CJ, Resident Life		James Westhoff	Elizabeth Vigue	Chris Vigezzi
				Autumn Thompson - Public Health, Resident Assistant			Thomas Welch	

Institutional Overview

Founded in 1898, Husson University has three colleges and a division of online and extended learning, offering undergraduate, graduate, and professional programs. The Husson campus covers 208 acres in Bangor, Maine, a city of about 30,000 people. Offerings are aligned with the mission of inspiring and preparing students for professional careers in Business, Health Care, Education, Technical Communications, Counseling, and Sciences. While Standard One addresses the mission and vision more fully, Husson fulfills their commitment to professional career orientation through a teaching professoriate that gives value to practice and a curriculum that advances experiential learning with the underpinnings of the sciences and humanities for lifelong learning.

COVID-19 -The nature of Husson's response to the pandemic reveals the underlying character and persistence of the Institution. Reflecting the evolutionary shift to technology and customized learning, the University moved its online education from an online program management company to an in-house division. Reflecting its traditional core of Business Education tracing back to its routes in 1898, the University opened a new College of Business building, the Harold Alfond Hall.

This persistence and resilience in undertaking initiatives during challenging times also forms the impetus through which the University will remain financially sustainable for the long-term. In the face of the demographic downturn and challenges from COVID-19, the University has a financial plan based on innovation and investment rather than cuts. The University retained all

employees during COVID-19. The Administration sought and executed innovative strategies for response to the demographic downturn such as through esports. The Harold Alfond Hall exemplifies the style of stewardship of resources in that it was constructed and opened on time and under budget having been fully paid at the time of opening. While the bricks-and-mortar approach leading to an expansion of residential hall options has proven quite important to overall revenue streams in light of a tight rental market, the challenge associated with capital investments lies in the non-cash negative impact of depreciation. For an institution whose low net-tuition is another reflection of a conservative approach, another financial balance is that of institutional financial aid to remain competitive in the market while also sustaining operational margins necessary for a tuition-dependent institution.

The University's new rebranding and marketing initiative also reflects its spirit. The slogan, "Husson is How!" reflects an inherent response by the institution. While that question is being asked of prospective Husson students, the community can often be heard asking, "How will we respond to the challenges in an evolving industry that is a central focus of nationwide polarity and increase consumer and regulatory expectations?" The answer is, "Husson is How!"

In that light, other themes that have emerged from the self-study include the need to more fully integrate planning so that the 4-pillars as described in Standard 2 have meaning within daily operations. The self-study describes how the mission continues to resonate across the community. This impacts a collaborative undertaking evidenced in planning and governance. Preparing students for the professions fosters collaborations among the academic community which creates pathways from undergraduate to graduate degree programs. The impact of COVID-19 and the declining demographic continues to cause Husson to look beyond its regional boarders. This fosters the need and consideration for creating a sense of belonging for all students whether on-campus or online, in undergraduate or graduate programs. Scholarship is intertwined with the University's focus on teaching as the community prepares students for careers and lifelong learning. Assessment undertakings measure the achievement of learning outcomes and help students understand their readiness for licensure in professional programs. Husson's updated website reflects all of these themes for prospective students in a fashion that reveals the character and the supportive community found at the University. The self-study reveals these themes within the context of a highly engaged community that benefits from collaboration across every department.

Additionally, the academic community continues to reflect and respond to relevance in the market through innovative programming such as in its Extended Reality and Integrated Technology Degrees and Animal-Assisted Therapy Certificate. Its recent transition in community service from 40 hours to one to five hours of service linked to career exploration through a thoughtful essay closes the final loop on the revised General Education program with respect to a fully assessed program. In response to the free Community College for Maine high

school graduates initiated in 2022, the academic community is exploring stronger pathways from Associates Degrees to professional programs of study.

Various standards within the self-study will also reveal that over the past 10 years, Husson University has also experienced growth in its culture. This is evidenced in the shift in Safety and Security from enforcement to a community service model; the building of a Health and Wellness Center to respond to student needs; and Husson's responsiveness to the regulatory and prevention initiatives required through Title IX regulations.

The self-study also served to demonstrate the maturity of long-standing leadership in that it was able to engage the community on an ongoing and consistent basis to genuinely reflect perspectives from across the community. Mapping, assessment, and learning outcomes are in place for all programs including General Education. This reflects the maturity of assessment in demonstrating the achievement of learning outcomes. The use of an OPM provided entry into the online market that has not been moved in-house. Yet, this maturity also reflects that the years ahead will require transitions not experienced in the past ten years. Accordingly, the University has used this self-study to reflect with foresight upon the upcoming transitions that have been previewed by the transition from a long-serving CFO of 14 years to one who will have been in place for one year as of the time of the site-visit.

It is with commitment and gratitude that the University has undertaken the self-study process at this pivotal time. It has brought greater community awareness and participation into an environment already actively engaged in responding to the market demands of students and external forces such as COVID-19 and declining demographics. The Husson University community looks forward to the visit from the self-study team and hopes that this report corroborates and supports all that the team will find when it is here on campus and engaged with trustees, students, faculty, and administration.

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 New England Commission 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 (1.1-1.5)

Founded in 1898, Husson University provides an education engaged in transforming lives with a strong focus on experiential learning that connects educational theory to real-life professional practice. Husson University's distinctive approach to education is captured in its vision and mission statements that were collaboratively developed by faculty and staff and formally adopted by the Board of Trustees on October 2, 2011. Located on our website (HERE), they read:

> ***Vision:*** *Husson is a university of choice for premier professional programs where students succeed, experiential learning is championed, and global engagement is emphasized.*
>
> ***Mission Statement:*** *Husson University inspires and prepares students for professional careers in current and emerging fields within the context of an education informed by the sciences and humanities.*

Table 1.1 outlines the guiding principles that delineate the University's mission. The table also provides information on how these active descriptions of the mission will be covered in the subsequent NECHE standards.

Table 1.1: Husson University's Guiding Principles:

Husson University's Guiding Principles	Related NECHE Standards
Outstanding teaching.	4, 6, 9
Scholarly contributions to one's discipline or field of expertise.	6
An undergraduate and graduate curriculum that is challenging, relevant, and promotes critical thinking skills, self-confidence, and effective communication skills.	4, 8
Commitment to ethical behavior and social responsibility through involvement in the world by faculty and students, administrators, and staff, board members, and involved citizenship as a university.	3, 5, 6, 9
Lifelong learning prepares students professionally and personally for the challenges of a constantly changing world.	1, 4, 8, 9
A diverse cultural and global perspective achieved through student development and experiential learning opportunities that reinforce our commitment to a strong academic community.	4
Careful management and stewardship of university resources.	2, 7

Although these statements were initially developed twelve years ago, the mission and vision are periodically reviewed by the Board of Trustees as indicated under Article I.1 (HERE). The most recent review of the mission and vision occurred in January 2022, with revisions being approved in April 2022. The Board also utilizes the mission and vision statements as guides for strategic planning and decision-making. An example of the Board's utilization of fiscal responsibility may be seen in the closure of the satellite campuses in Northern and Southern Maine, as the growing online modality could effectively support students in more flexible pathways towards developing knowledge and skills for careers, making the extended physical sites unnecessary. Another example is seen in the Board's process for approving or continuing academic programs (HERE), which includes market analysis to help clarify to what extent there are current or future careers to prepare for in each field. Examples of innovative programs selected as a response to market analysis include:

- 2013: Bachelor of Science in Forensic Science (projected growth in employment by the United States Bureau of Labor Statistics [USBLS] is 11% by 2031)
- 2016: Bachelor of Science in Exercise Science (associated careers with this degree are projected by the USBLS to grow 21% between 2014 and 2024)
- 2021: Bachelor of Science in Extended Reality (which supports a market expected to grow to $167 billion globally by 2026)
- 2021: MS Nursing Adult-Gerontology Acute Care Nurse Practitioner (projected growth in employment by the USBLS is 40% by 2031)

The words "Character and Humility," Husson's motto since the tenure of Chesley Husson's assumption of the presidency seven decades ago, are emblazoned on a white banner across the Husson shield. The motto ties to Husson's mission, serving as a reminder that to be successful professionals in current and emerging fields, faculty, staff, and students alike must demonstrate humility within an increasingly interdependent workforce, while maintaining, as individuals, the distinctive values and integrity of their chosen fields.

The mission and vision continue to resonate with Husson University's stakeholders and the larger community as the statements capture the resilience and innovation associated with Husson University's stakeholders, programs, and priorities. As an example, despite the COVID-19 pandemic, the University transitioned from outsourcing its online learning initiatives to an in-house undertaking, while also constructing and opening a new 16.6-million-dollar building for the College of Business to provide multiple pathways for preparing students for future careers.

As noted in Standard 4, the University maintains the belief and expectation that all students, regardless of modality, can meet the intended learning outcomes at levels of rigor as appropriate

for the degree. Husson University strives to support students with the Center for Student Success and support structures within the Online and Distance Education program, both of which continue to develop approaches that will be exceptionally responsive to unique student needs and differentiate Husson University from other programs. This belief is also evidenced in the support provided for faculty in all modalities for the development of curriculum, course design, assessments, and application of researched instructional methodologies. An overview of how Husson University's investments in infrastructure to support student success in meeting the intended learning outcomes are addressed in Standards 5 (admissions, student services), 6 (faculty), 7 (technological resources), and 8 (assessment).

In Standard 7, Husson University will demonstrate a strong connection to the mission through financial planning and the growth of the physical campus. This is highlighted by the 2021 completion of the 16.6 million-dollar Harold Alfond Hall for the College of Business. Husson University designed and dedicated this building to the preparation of future leaders through innovative undergraduate and graduate programs. This building project was initiated in 2017 when the Harold Alfond Foundation, after a thorough evaluation of Husson University's mission and vision, committed to contributing one dollar for each two dollars Husson University raised to up to a maximum contribution of $4 million from the Alfond Foundation, the largest gift in the Husson University's history. Husson University exceeded the eight million dollar threshold to merit the Alfond donation by December 31, 2019, and the building was constructed in time for the faculty and students to utilize in the fall of 2021. This building's primary purpose is to support student learning, and it was constructed without incurring any new debt by Husson University.

Curriculum development at Husson University is derived from the mission. Each curriculum prepares students for professional careers in *current and emerging fields within the context of an education informed by the sciences and humanities.* This will be addressed further in Standard 4 and Standard 8 and is exemplified by each of the accredited programs at Husson University (HERE). In addition to NECHE, Husson University has eight specialized accreditors that approve curricula for professional programs such as Business, Occupational Therapy, Physical Therapy, Pharmacy, Counseling, Education, and Nursing. Each program demonstrates alignment between the programmatic mission and Husson University's Mission/vision statements as part of the accreditation process. All of Husson's programs are supported by the University's strong General Education program (HERE). Programs without specialized external accrediting bodies also demonstrate alignment to the mission through an annual and multiyear review led by the dean of the corresponding college (this process is explained further in Standard 8).

As will be explored further in Standards 5 and 7, one of the many paths Husson University provides for student development is through athletics. Husson has had a long and rich history of success in athletics, attracting student-athletes from Maine, across the country, and around the world. Since 2013, Husson athletes have made 40 national tournament appearances and won 49

conference championships, while developing tangible skills for the workplace. Husson's student-athletes have maintained a departmental GPA of 3.0 or higher for over a decade. In 2013-2014, the number of students engaging in intercollege athletics was 353 students. This number has increased by approximately 50% over the past ten years, with the 2021-2022 count of student-athletes reaching 517 following a pre-pandemic high point of 537.

Husson maintains deliberate efforts to keep its tuition affordable, providing access to a wide range of potential applicants. This may be evidenced by the considerable number of Pell-eligible and first-generation students who have selected Husson as their university; these unique populations are discussed in greater detail in Standard 5 and Standard 8. Husson University also provides an outreach program for Maine high school students through a free Early College Access Program, ECAP (HERE).

Appraisal

The Board of Trustees has demonstrated effectiveness in reviewing and approving the mission, vision, and guiding principles as indicated in Article 1 of the bylaws as seen most recently in January of 2022, with formal revision and approval occurring in April of 2022 (HERE).

The Husson University Mission and Vision have been appraised by multiple external stakeholders as part of the grant-awarding process, and Husson has provided consistent support for our experientially-focused instruction. The incorporation of community partners who recognize and support the Husson mission is amply demonstrated by the School of Nursing's three state-of-the-art simulation labs, funded, in part, by generous donations and grants from the Stephen and Tabitha King Foundation (HERE) and the Hearst Foundation in 2014 (HERE) and 2019 (HERE); by the School of Pharmacy's simulation lab which has been supported by gifts from Hannaford Brothers Inc. (HERE); and by the College of Business VR/XR Center (HERE) supported in part by grants from the Harold Alfond Foundation (HERE) and donations from the community of interest (HERE).

Husson University continues to demonstrate alignment with scholarship, research, and academics through the completion of the renovated science laboratories (HERE) including 1,500 square feet of renovations to a Microbiology lab (meeting Biosafety Level 2 criteria), upgraded spaces for Anatomy and Physiology, and General Chemistry classes, and updated equipment for Advanced Chemistry. These enhanced interprofessional spaces support the preparation of students for current STEM careers while supporting faculty scholarship. These investments, in addition to the Marshall Road Resource facility, firmly establish Husson University's dedication to student success, demonstrating a shared understanding of the mission and vision with the community of interest, and solidifying Husson University's commitment to Maine.

As noted in Standard 8, Husson University in part fulfills the mission by the impact of alumni on the Maine workforce. The 2021 Alumni Survey indicated that 74% of our recent alumni gained

employment in Maine. Husson alumni also persist with Maine employment, as supported by the Maine Department of Labor, which indicates that 66% of Husson University's baccalaureate alumni remain employed within the state of Maine for two years post-graduation (HERE).

The success of Husson's advancement and alumni relations efforts is an indirect appraisal of the internal and external community's support of the mission. Husson is building a culture of philanthropy, both externally and internally. As will be explored further in Standard 7, Husson invested in a significant expansion of its advancement and development efforts over the last 10 years and completed its first comprehensive campaign in 2019. With an original goal of $21 million, the University raised $37,988,400 from 5746 donors.

The Mission and Vision drive the University's Strategic Plan (please see Standard 2). Based on the Board of Trustees' continual review of the vision, mission, and strategic plan an office of Diversity, Equity, and Inclusion was established to help advance *a diverse, global perspective*. Husson University successfully hired a Diversity, Equity, and Inclusion officer during the spring of 2021 to help with these initiatives and further Husson University's ability to address all aspects of the mission.

Alignment to the mission is also seen in scholarship, research, and public service by both faculty and students. Examples include faculty and students from Physical Therapy and Counseling providing services at the Soaring Eagle Pro-Bono clinic (HERE); the securing of NIH and FDA grants by the School of Pharmacy faculty (HERE); the publications in areas of content by faculty and their students (HERE); the faculty and students who are shaping the future of education with their professional peers within the School of Education Advisory Board (HERE), and outreach and support to community partners through the student-run One Circle Agency, (HERE) which provides students with the opportunity to create marketing plans for real clients.

Husson University has historically served Maine students, with a five-year 70.3% average of entering first-year students from Maine. Husson University is the most affordable private university with NECHE accreditation and was recognized as the 51st top performer among nationally classified institutions for social mobility by US News (2021). Husson attracts economically diverse students as seen in the 2019-2020 IPEDS data which shows 48% of students as Pell-grant recipients. In addition, in the fall of 2019, 28% of the entering students were of first-generation status (these student populations are discussed in greater detail in Standard 5 and Standard 8). Husson has strategically prioritized expanding into new markets, which is especially important given the declining demographic in Maine and other New England states.

Projection

While the mission continues to resonate with the community, and the Board of Trustees regularly reviews the mission (the Board provided reaffirmation in 2022), Husson University aspires for its

mission to meet the fluid needs of our constituents in future years. As such, by the fall of 2024, the President will establish a mission committee comprised of stakeholders of administration, community members, staff, and faculty to ensure:

- The mission and vision continue to position Husson University and Husson Alumni for success given market, technological, global/demographic changes
- Evaluate the alignment between the Husson University Brand and the Husson University Mission

This committee will help ensure Husson University's mission and vision statements anticipate emerging global demands while promoting the character and humility that are the hallmark of Husson University's success.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	President's Office	October 2, 2011, by the Board of Trustees

Mission Statement published	Website location	Print Publication
About Husson	About Husson	
Husson Catalogues	Catalog Introduction	

Related statements	Website location	Print Publication
Vision Statement	President's Office	
	Catalog Introduction	

Please enter any explanatory notes in the box below

Standard 2 – Planning and Evaluation

Introduction (2.1–2.2)

Supported by careful financial stewardship, and given Husson's strong dependence on tuition revenue and its professional academic portfolio, the university maintains multiple strategic planning processes, such as financial planning, enrollment planning, facility planning, and Information Technology planning, all of which are guided by the overarching University Strategic Plan. This overarching University Strategic Plan *Soar to new heights A strategic course for Husson's future* (HERE) has four pillars, which are 1) acheivinig academic excellence, 2) enhancing the student experience 3) strengthening University resources, 4) Expanding community impact.

As a private nonprofit in rural Maine, the University needs to remain responsive to the shifting landscape of higher education and the declining demographics of Husson's primary market. The strategic plan reflects Husson University's mission to prepare students for future careers. As explored in Standard 5 and 8, Husson serves a large portion of Maine students and students who are Pell-eligible. Husson University strategically maintains a financial model of affordable, value-added education to serve this community and to deliver opportunities for professional growth and social mobility as indicated in the mission and with strategic planning. As seen in the *Shaping our Future Strategy Implementation Matrix* (HERE) fiscal impact indicators on the budget are provided for initiatives to help guide the connection between resource allocation and prioritization of efforts.

Updated in 2020 by stakeholders and approved by the Board of Trustees, Husson University's *Shaping our Future* strategic plan is a continuous working document that encapsulates the University's efforts in strategic planning and is used as guidance by all levels for operational/planning cycles. Institutional research supports planning and evaluation through the systematic gathering of data to inform key benchmarks of the strategic plan (HERE), including a comprehensive benchmark report to the Board of Trustees. The efforts of strategic planning at all levels of the community have resulted in coherent operational responsiveness, reflecting a collaborative undertaking for long-term sustainability.

Sustained strategic planning can be evidenced by Board Retreat minutes for 2016 and 2019 reflecting strategic planning sessions spanning facilitated by a consultant from Starboard Leadership Consulting (HERE). These sessions show the University's systematic and sustained efforts in strategic planning, and the dedication to utilizing appropriate outside guidance, such as that found in Starboard Leadership Consulting.

The results of careful strategic planning and execution are demonstrated by the commitment to an expanding physical presence, which is supported by the Master Plan for physical facilities (HERE). The resulting expansions over the past ten years include the newly constructed Wellness Center and labratopry space ($4.0M), Darling Learning Center (12.1M), a renovated maintenance facility ($1M) three new apartment-style townhouses ($6.5M), and Harold Alfond Hall ($16.6 M), in addition to the purchase of the Marshall Road Research Facility ($2M) and upgraded athletic turf fields ($2M).

The University is also committed to a comprehensive enrollment growth strategy that prioritizes new online markets to offset the demographic decline in its primary market of Maine and Northern New England in alignment with the Husson mission and brand.

Planning (2.3 – 2.4)

Description

Each of the four pillars of Husson's strategic plan (HERE) is addressed on an annual basis by their respective operational units as coordinated through the Senior Cabinet and led by the President. Accordingly, delivering academic excellence is primarily addressed by the Senior Vice President for Academic Affairs and Provost, Deans, faculty, and academic administrative staff. The Vice President of Finance and Administration, the Vice President of Enrollment Management, and the Vice President for Advancement address outcomes associated with strengthening university resources. The Dean of Student Life, the Athletic Director, and other cabinet members are responsible for the remaining two pillars of Enriching Community Engagement and Integrating Student Life.

From the four pillars, the University developed an implementation matrix (HERE) that more clearly defines each of the pillars and establishes strategic actions. The pillar of "Delivering Educational Excellence" is more fully described as follows:

> *Husson seeks to offer academic programs that are challenging and distinctive, with the capacity to create and support transformative experiences for all students. Husson focuses on delivering educational excellence in programs that prepare students for professional careers in current and emerging fields. Vital to advancing this commitment is the recruitment and support of faculty scholars who aspire to be leaders both in the art of teaching and in their disciplinary field expertise. To ensure that Husson delivers educational excellence, all programs will be subject to assessment and review to ensure continuous improvement and implementation of new and innovative programs. These actions will ensure that programs retain their relevance and adapt to new and changing environments in the professional world.*

Within that pillar are eight strategic actions assigning the Senior Vice President for Academic Affairs and Provost the leadership role along with targeted dates for accomplishment and potential fiscal impact. Graduation and retention rates, degrees awarded, graduate and undergraduate enrollment, and staffing data are among the data collected annually to promote planning and implement effectiveness measures for the University.

A similar structure is established for the second pillar of "Strengthening University Resources." This second pillar is more fully described:

> *The capacity to "shape our future" is heavily dependent upon the quality of the University's infrastructure and the ways that Husson maximizes its assets, resources, and personnel. The University will continue to review, develop, and implement policies and procedures that support efficient and responsible decision-making. As well, the University will design and initiate opportunities to garner the resources necessary to support its aspirational goals.*

This pillar has 18 strategic actions ranging from enrollment management to retention to budgeting. IPEDS data, student financial information, endowments, assets, and student loan information are collected annually to promote planning and to implement effective measures for the University.

The third pillar, "Enriching Community Engagement," is described as follows:

> *Recognizing that no institution is separate from its community, Husson seeks to engage its community through various educational and cultural initiatives. Husson will develop and execute programs that support the communities that the University serves, including southern and northern Maine regions, thus instilling an awareness of the positive influence Husson and its faculty, staff, and students have in these communities.*

This pillar reflects the external outreach of the University and as such involves a variety of stakeholders including the Board of Trustees, all members of the Senior Cabinet, as well as the Executive Director of Marketing. Data collected annually to promote planning and implement effectiveness measures for the University include information regarding community events and alumni giving rates.

The final pillar, "Integrating Student Life," is more inward-focused, yet it reflects the importance of Husson's student-centered approach.

> *Husson's learning community represents a unique blend of residential and commuting student populations. Recognizing the opportunities of these often divergent, but similar populations, Husson seeks to create a robust, holistic*

relationship between these two student groups and engage students with faculty in ways that significantly enhance student learning. Husson's core priority of "Transforming Student Lives – Advancing Student Success" allows the University to engage students in ways that reflect experiential learning and its importance in preparing professionals for the 21st Century by enhancing their skills, becoming exposed to the diversity that exists in all communities, and gaining an understanding of the intricacies of the ever-changing, more globally-infused landscape. The University will continue its commitment to link resources across boundaries in order to create the transformative experiences that are so important to preparing future professionals.

This pillar provides indicators related to the collection of campus housing occupancy, the number of students on athletic teams, minority enrollment, the number of student activities and clubs, and other measures collected annually to promote planning and implement effective measures for the University.

Appraisal

Husson University has a wealth of experience in bringing long-term strategic initiatives to completion and in using external consultants to guide and inform decisions. As an example, evidence of this effectiveness is clearly seen in Auxiliary Services under the second pillar. As a steward of institutional resources, Auxiliary Services engages with external consultants specializing in the review of facilities operations, maintenance, and capital advancement. For example, the construction, planning and benchmarking firm, Sightlines (HERE), evaluates campus facilities and produces an annual report for the University detailing recommendations for advancements in operations, capital, and maintenance. Additionally, the firm analyzes overall facilities operations against peer groups to provide confirmation of the institution's overall direction and successful approach to facilities management. Auxiliary Services uses Sightlines' recommendations to implement operational efficiencies and to propose capital planning initiatives. Prioritized capital improvements are then absorbed into the Capital Projections Plan (HERE) in line with the University's higher-order strategic initiatives. For instance, the FY2019 analysis performed by Sightlines proposed that at least $1M be allocated in capital funding to facilitate Science Lab Renovations in FY2021. Given the enrollment demands for the science and health degrees, the trustees voted to double the commitment to the renovation project to $2M, which included attention to deferred maintenance. The renovated lab space will support academic growth and opportunities in career preparation. External assessments coupled with Auxiliary Services' expertise have advanced the University's infrastructure via the execution of 147 capital projects allocating more than $41 million toward deferred maintenance, space renewal, and new facilities.

To support the planning of all academic programs, the office of the Provost utilizes external entities such as Eduventures (sample report HERE) and the Maine Department of Labor to help

inform current and proposed academic programs. These external perspectives allow Husson to consistently evaluate its current academic portfolio, identify areas for growth opportunities, and appropriately allocate resources.

The online program was also a strategic initiative that helped alleviate the need for the Northern and Southern Maine campus satellite locations. For decades, Husson University maintained its Bangor campus in Central Maine as well as locations in Northern Maine (Caribou and Presque Isle) and Southern Maine (Portland and Westbrook). Over ten years ago, the University rented an office and a classroom at the Northern Maine Community College, which was the only public-private collaboration of its type in the state. Nine years ago, the University purchased a facility in Westbrook, Maine, to provide a more enhanced presence in the Southern Maine market. The emergence of online learning resulted in a shift in those markets. At the same time, technology has become more accessible to potential students. Husson students sought the online learning environment to help balance work, life, and family. Seeing this shift and recognizing that students demonstrated a preference for the online environment, the University sold the Westbrook property in a strong real estate market, which exceeded Husson's initial and renovation investments, and terminated the lease in Northern Maine.

The quality, integrity, and effectiveness of Husson's academic programs are examined in-depth in Standards 4 and 8. All programs with required specialty accreditation have gained and successfully maintained accreditation status from the appropriate entity. Husson programs currently carry specialty accreditation with ACPE, ACOTE, CAPTE, ABPTRFE, CACREP, CCNE, IACBE, and the Maine Department of Education (HERE). At the time of the last NECHE self-study, Husson University had candidacy status for ACPE and earned accreditation in 2014 and did not have any CACREP status prior to earning a full eight-year accreditation in 2015.

The University has achieved many of the objectives noted in the Implementation Matrix. For example, Standard 6 will show that the University has advanced in strategic objective 1.2 under-delivering educational excellence. That strategic objective relates to supporting faculty in research and achieving best practices in advising and teaching.

There are clear examples of vertically aligned strategic planning between sub-organizations and the University's strategic plan. Two examples are found in the Facilities Capital Projection document (HERE) and the Department of Information Technology's strategic plan (HERE). Achievement of these long-term strategic initiatives is due in part to the University's timely response to unprecedented challenges. In March of 2020, the COVID-19 pandemic caused upheaval to industries and communities around the world. When evaluating the social and economic disruption caused by the pandemic, the charge from the Trustees was to include substantial and innovative sources of revenue in the three-year financial plan (HERE). Husson understood that disturbances could be mitigated through nimble planning. In response, Husson University created the Innovation Committee, a group of individuals pulled together from all

facets of operations to solicit, review, assess, and recommend new revenue-generating opportunities and cost-containment initiatives. The Innovation Committee received 240 initiatives from individuals across the institution and selected a number for presentation to Senior Cabinet for evaluation and subsequent implementation. These initiatives included the expansion of our online portfolio, the implementation of a new E-Sports program, and the opening of a new School of Innovation & Technology in the College of Business. These initiatives are key components of the institution's three-year financial plan.

As previously noted, the University's strategic planning may be impacted by unforeseen contingencies, such as the COVID-19 pandemic; however, Husson's planning allows for immediate adaptations to continue toward achieving institutional goals while meeting short-term needs. The University's response to COVID-19 highlights this dimension. When it was time to follow the guidelines and switch to remote learning, Husson University was able to facilitate a two-week transition of all face-to-face didactic courses into quality online courses with the assistance, supervision, and support of the offices of Assessment and Online and Distance Education. This approach allowed Husson to continue with its mission of preparing students for careers. In Spring 2020, Husson University was the only Maine institution rated "High" for its online learning experience, according to EDMIT as reported in the Boston Globe (HERE).

The engagement of the Board in providing strategic financial planning is often noted by the President when he communicates in periodic town hall meetings and at monthly Faculty Forum sessions. This strategic planning is also carried out through the budgeting process as noted in Standard 7. The Finance office works diligently in tandem with managers of high-priority strategic initiatives to develop multiyear financial models. In these collaborations, the Finance office assists in the development, assessment, and review of the initiatives' financial impact for four subsequent years past the current year. In line with the annual financial planning process, these models are consolidated into the University's universal multiyear financial plan. This deliverable is critical in determining the University's path for the proper allocation of resources as determined by Senior Leadership and approved by the Board.

The multiyear plan integrates each branch of the University's operations and transforms their qualitative actions into a monetary road map. For instance, Enrollment Management engages with external consultants (EAB) to determine a plethora of scenarios including the entering class's projected discount rate. This rate, as agreed upon by Enrollment Management, is then utilized in the multiyear plan to determine financial aid in the future years as the rate follows a specific class. With this comprehensive perspective regarding the impact of diverse variables, Senior Leadership and the Board are favorably positioned to evaluate scenarios and their economic consequences.

Evaluation (2.6-2.8)

Description

Given its size and location, Husson University's main focus through its entrepreneurial positioning is to remain committed to its mission and to remain responsive to market shifts particularly caused by Maine's demographic profile. Achieving strategic objectives as established in planning with stakeholders has always been the primary means by which the University measures its success and sustainability and is also seen in Husson's retention and licensure rates, feedback from community stakeholders, and alumni employment in the state of Maine.

With the four pillars established through planning, the University took the next step of gathering data more specifically aligned with the strategic plan and uses this data to inform future actions. While this data indicates that the pillars are being evaluated on several criteria, the hallmark of achieving strategic objectives remains the overall critical evaluative mode of Husson University and its stakeholders. The University's response to COVID-19 and the shift to in-house online learning as envisioned by strategic action 1.8 under "Delivering Academic Excellence" demonstrates this notion.

Over the past 10 years, the University has focused on assessing its academic programming. As will be explained in Standard 8, all academic programs have developed assessment plans and curricular maps and engage in accreditation reviews or annual and cyclical evaluations. Each program must demonstrate the use of student assessment data for curricular enhancement and alumni success. Husson University has also modified the required syllabi template to address intended student learning outcomes and highlight alignment between outcomes and assessments, which is in alignment with the teaching emphases as seen in standard 6. The online learning efforts have benefited from the emphasis on external trainings such as Quality Matters, and curricular/assessment mapping techniques derived from experience with specialty accreditations.

Appraisal

Considering the unique circumstances caused by COVID-19, the Trustees along with the President and Senior Staff members addressed the second pillar of "Strengthening University Resources," by providing a three-year financial plan that prioritizes these innovative initiatives. Key decisions were made in conjunction with the University regarding Payroll Protection Plan (PPP) loans. Also, the University community members suggested initiatives to generate a long-term revenue stream for the University. Among those initiatives included a Title III grant application, the initiation of an E-sports program, the science lab expansion, and expanding the online portfolio. The result of this planning was the retention of all Husson employees amidst a challenging environment.

The University recognizes that data-driven decision-making with regard to aligned strategic planning is an area for improvement. The data could be used to further refine strategic action plans and provide a more tightly aligned vertical integration from mission and vision, through strategic objectives, and through meaningful participation by employees at all levels and across units of operation.

Projection

- The Board will continue to monitor innovation initiatives and the financial plan and its components quarterly. In the summer 2024 meeting, the Board of Trustees will establish a committee to review the four pillars of the strategic plan for enhanced vertical alignment.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

	Year approved by governing board	Effective Dates	Website location
Immediately prior Strategic Plan	2011	On-going	HERE
Current Strategic Plan (Same as prior - with actionable items)	2020 (Updated)	On-going	HERE
Next Strategic Plan		On-going	

Other institution-wide plans*

	Year completed	Effective Dates	Website location
Academic plan	2019	ongoing	https://drive.google.com/file/d/1EvD-
Financial plan (3 year projections)	2022	ongoing	https://drive.google.com/file/d/1g6YcKjlxVqShAvgkT1S
Technology plan	2021	ongoing	https://docs.google.com/document/d/1dKGNdPjAwkb0
Enrollment plan			Pending
Development plan	2020	2028	https://docs.google.com/spreadsheets/d/1a4grHkb_h1

Plans for major units (e.g., departments, library)*

IT Strategic Plan FY 2021	2021	ongoing	https://docs.google.com/document/d/1dKGNdPjAwkb0
2019 Human Resources Strategic Planning	2019	2024	https://docs.google.com/document/d/15xn3vIrlniN2u94uJwagYqOQpEYGdwwv/edit

EVALUATION

Academic program review

	Website location
Program review system (colleges and departments). System last updated:	
Program review schedule (e.g., every 5 years)	Each accredited program has a unique schedule, all other every five years

Sample program review reports (name of unit or program)*

ACPE: Pharmacy (4 year approval)	https://drive.google.com/drive/folders/1Npmp4rlCsoqf
CCNE: Nursing (10 Year approval)	https://drive.google.com/drive/folders/1Npmp4rlCsoqf
DOE: School of Education (5 year approval)	https://drive.google.com/drive/folders/1Npmp4rlCsoqf
IACBE: Business (7 year approval)	https://drive.google.com/drive/folders/1Npmp4rlCsoqf
CACREP (8 year approval)	https://drive.google.com/drive/folders/1Npmp4rlCsoqf
ACOTE: Occupational Therapy (10 year approval)	NA - Self studies done in accreditation software
CAPTE: Physical Therapy (10 year approval)	NA - Self studies done in accreditation software
ABPTRFE: Physical Therapy Residency (5 year approval)	NA - Self studies done in accreditation software

System to review other functions and units

Program review schedule (every X years or website location of schedule)	

Sample program review reports (name of unit or program)*

Other significant institutional studies (Name and web location)*	Date

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Standard 3 – Organization and Governance

Introduction (3.1-3.2)

The organization and governance of Husson University reflect its shared commitment to the mission of inspiring and preparing students for professional careers. The self-study process revealed the transparent approach of Husson University in achieving the institution's educational endeavors at each level of decision-making.

Husson is a legally constituted degree-granting institution recognized by the State of Maine (HERE). The University is governed by a board of trustees who develop, approve, review, and maintain bylaws (HERE). Board membership is outlined in a later section but includes one *ex-officio* member (a ranked member of the University faculty who is elected by the faculty for a two-year term) as well as the president of the student body. Trustees contribute their expertise regularly to the campus and represent the Husson academic programs as community leaders in such areas as healthcare and business.

As outlined in the bylaws, the Board of Trustees appoints the President who serves as the Chief Executive Officer of the University. With the affirmation of the board, the President appoints the Provost who serves as the Chief Academic Officer. The President also appoints additional administrators with board approval, who, along with the Provost, sit on the Senior Cabinet. The Provost is the chair of the Deans Council, which maintains oversight of curriculum, instruction, and academic planning and policy at the University. The Deans Council comprises the associate and assistant provosts, the deans of the colleges, the Dean of Student Success, and DEI Officer. Husson University organizes academic units into colleges, schools, departments, and programs. Assistant deans and academic chairs/ directors under the deans support schools and departments and administer each of the colleges. Full-time faculty members serve as Academic chairs/directors and have administrative responsibilities within their respective academic units. The Dean appoints each academic chair/ director upon the recommendations of the department members. Chairs and directors have contractual terms for their appointments.

This organizational structure allows for communication and decision-making, enabling the University to achieve the mission's outcomes. To support decision-making within this structure, the University maintains and updates governance bylaws. These documents provide clarity to administration, faculty, and staff regarding their roles and responsibilities within the governance structure of the University. Additionally, individual job descriptions and contracts elucidate responsibilities and reporting lines consistent with the organizational charts at the University. The Board meets with the President and Senior Cabinet quarterly, and the executive committee meets every other month. The Senior Cabinet meets bi-weekly and schedules regular meetings

with their respective reports. Deans meet with faculty and staff in their respective colleges. The faculty are organized as a forum and meet monthly in a general assembly format to address issues of relevance in accordance with the Faculty Handbook.

Governing Board (3.3-3.11)

Description

The Board of Trustees serves as the governing body for Husson University. The bylaws were most recently updated as of April 2022. The officers of the University are the Chair, Vice-Chair, Clerk of the Board of Trustees, President, Treasurer, Controller, and Vice Presidents who serve as the senior staff. The President may appoint subordinate officers of the corporation with the approval of the board. The Board of Trustees is linked to other bodies within the institution as one of its members is elected by the faculty and another of its members is the President of the student government. The trustees serve for three-year terms and organize themselves in the following committees: Academic Affairs, Student Affairs, Advancement, Investment, Audit, Finance, Governance, and Buildings and Grounds.

The board's basic structure is outlined in the published bylaws and described by Article II, Section 5 of the Board of Trustees Bylaws which also provides membership criteria. Under Article III, Section 1 of the Bylaws, the Chair and Vice-Chair of the University are elected by the Board of Trustees to serve for a one-year term. Their responsibility is to oversee the Board of Trustees, which provides guidance and final approval for administrative undertakings. Articles IV-VIII of the Board of Trustees Bylaws discusses the powers of senior leaders and trustees. Article IX of the Board of Trustees Bylaws states there will be at least four meetings per year. Article XI of the Board of Trustees Bylaws indicates what each committee is required to do to assist with the operations, strategy, and decision-making for the University.

The Governance Committee of the Board of Trustees is responsible for identifying new trustees. The Committee looks for potential trustees who have demonstrated problem-solving capabilities, an ability to work in a team environment, and would be able to dedicate the necessary time to be an active Board member. In addition, the Committee considers how their addition would change the board’s composition based on factors such as the number of alumni, the number of members with backgrounds in healthcare or business, or other areas of expertise and association with Husson. One of the strengths of the Board over time has been the tenure of Board members. While there are many advantages to this continuity of leadership, the Board recognized several years ago a need for new trustees with different perspectives. Over the past 10 years, the Governance Committee has made this a priority and, as a result, Husson’s Board now has a fuller representation and increased diversity (The Board has shifted from 26% female or minority representation to 38%). This shift has changed the representation on the board to align with the composition of Husson’s student body more closely. In addition, 78% of the board are Husson alumni, and 90% have expertise in professions relating to Husson degree offerings.

Board members are sufficiently independent, as can be affirmed by the annual gathering of information that might reveal any conflicts of interest. The most recent annual disclosure forms revealed that 25 of 29 trustees are free of conflict (a copy of the annual disclosure form may be found HERE). This exceeds the NECHE expectation of greater than two-thirds for board independence. The composition of the current board reflects the University's mission of preparing students for professions, particularly in the business and healthcare fields. All board members understand their fiduciary obligations to the institution and receive training. The Board has adopted an orientation process where new board members meet with the Senior Cabinet and other campus stakeholders (HERE). This is also a chance for the new board members to deepen their understanding of Husson's mission, how that mission is carried out, and how they can assure mission success from their board position. All board members understand their fiduciary obligations to the institution and receive the training and support needed to carry out their responsibilities. External perspectives are provided via the consultation by Starboard Leadership Consulting as seen in strategic planning. The Chair and Vice-Chair oversee the Board of Trustees, which provides guidance and final approval for major administrative undertakings.

The University's President and Chief Executive Officer, Dr. Robert Clark, has full-time responsibilities in administration and fundraising. He reports directly to the trustees. Trustees provide an annual review of his performance. Reporting directly to the President and serving as members of the senior cabinet are the Senior Vice President for Academic Affairs and Provost, Vice President for Finance and Administration, Vice President of Advancement, Director of Athletics, Chief Human Resources Officer, Vice President of Enrollment Management, and the Dean of Student Life. These individuals oversee operations and provide the leadership to present initiatives to the Board of Trustees and carry them out once approved.

The board's involvement in the creation of the mission reflects that the trustees have a clear understanding of the institution's distinctive mission. When first presented to the board, the mission began with "prepares students for professional careers..." The board added the word "inspires" at the beginning of the mission. The words "Character" and "Humility" which appear on the University's shield also hold meaning for the board in relation to Husson's education. With this sense of mission, the board engages in ongoing efforts to review institutional policies, monitor fiscal conditions, and approve new initiatives. In particular, as noted in Standard 2 on planning, the board was a driving force behind a three-year financial plan to address the challenges presented by COVID-19. The Board has actively encouraged and supported revenue-generating initiatives for long-term sustainability.

The committees of the board provide a systematic review of essential functions through its committee structure. For example, the Audit Committee assures that external audits are ordered and performed on the institution and review any management notes derived from the audit.

Since the pandemic, some Board activities have moved from in-person to a Zoom format. This was a seamless transition due, in large part, to the fact that most Board members have worked

with one another extensively considering that the range of service is 1-35 years, with an average of 15 years of service. This virtual format also provided some advantages, such as increasing attendance at the Board meetings. Attendance is not a significant challenge for the Husson Board as by Board policy members are required to attend three of the four Board meetings each year, but each Zoom meeting during the pandemic had close to full attendance. Prior to this utilization of Zoom, the Board struggled to find a solution that provided remote attendees with a productive experience. Zoom has presented an environment where remote attendees are integrated into the meetings in a much more productive way than prior video and audio attempts.

Appraisal

The 2020 review of the Faculty Handbook exemplifies the efficacy of the board's engagement with key university policies. The Academic Committee of the Board of Trustees requested a thorough review of the Faculty Handbook. The Provost and faculty trustee member presented the handbook over four quarterly meetings with the Academic Committee which provided comments and feedback. Among the more involved discussions with the trustees related to the role of advising and the amount of time that faculty are required to spend in office hours in that regard. The examination also resulted in a change in the handbook that clarified that the Board of Trustees does not review amendments to the appendices of the handbook, which serves as the Bylaws of the Faculty Forum. This action helped affirm the governance structure and delineated the role of the Board of Trustees and Faculty. This engagement of the board provided an opportunity for enhanced understanding by the Board of the faculty's role, particularly regarding their workload and advising commitments.

Regarding operations, the University recognizes the importance of managing risk. An example of enterprise risk management includes the creation of a Compliance Governance Council in 2019. Membership on this Council included representation from academics, admissions, financial aid, finance, human resources, information technology (IT), operations, and safety and security. The Council analyzed the institution, assigning areas to responsible parties to identify issues within those areas as priorities for the evaluation of risk. A survey was drafted to be sent out to all university constituents to further prioritize areas of risk. However, the focus on COVID-19 caused the overall enterprise risk analysis specifically related to compliance to be put on hold.

Information Technology (IT) has successfully addressed risks to the network from external hacking and malware. University employees undergo regular training to that end. Additionally, IT established dual authentication protocols consistent with the expectations of our insurance carrier. Risk to the institution is also communicated financially through financial planning and good stewardship of resources and are further described in Standard 7.

Internal Governance (3.12-3.19)

Description

The President and Chief Executive Officer, Dr. Robert Clark, assumed his role on January 1, 2010. He is empowered through the Trustee's bylaws, specifically under Article V (Powers and Duties of the President of the University). Given his long-standing tenure, his duties are to ensure that the University is continually achieving its mission through ongoing strategic planning and evaluation, faculty/staff recruitment, and professional development and to maintain communication with the internal and external community of interest (including alumni and current students). Dr. Clark also has regularly scheduled meetings with the Provost and operations staff. He also regularly updates the community in Town Meetings on important matters, particularly the financial standing of the University (HERE).

As noted above, the Senior Vice President for Academic Affairs and Provost is the Chief Academic Officer. Dr. Lynne Coy-Ogan assumed her role in 2009, overseeing the academic community and coordinating with the Deans through Council meetings which are held biweekly. She also schedules biweekly meetings with the Deans and members of the administrative team to provide ongoing guidance and priorities and receive important updates. Additionally, she meets with the Faculty Forum President and Executive Board monthly to review concerns and establish agenda item priorities.

As also noted above and in Standard 6, the faculty organize themselves through the Faculty Forum. This is a plenary body that meets monthly. The Forum is organized into a variety of committees such as the Undergraduate and Graduate Academic Affairs Committees, Compensation Committee, Development and Evaluation Committee, Handbook Committee, General Education Committee, Graduate Council, and Honorary Degree Committee. Cross-collaboration and shared governance occur through the plenary sessions of the Forum. Both the President and Senior Vice President for Academic Affairs and Provost make initial presentations at those meetings. Deans and other administrators are invited to attend as non-voting members. In addition, several institutional committees involve faculty, including the Promotion Committee, Research Committee, Scholarship Committee, and Review Committee.

Students are represented by Student Government. The President of Student Government is an ex officio member of the Board of Trustees and votes on all Board matters except those dealing with personnel or legal issues. Also, students are nominated and serve on several Faculty Forum committees and can participate as voting members. Finally, there is also student representation on the Security and Emergency Planning Committee, which is not organized under the Faculty Forum and has representation from faculty, staff, and students.

Since the last self-study, the University has consolidated its governance structure from five schools and colleges to three colleges, with the inclusion of NESCom (which as outlined in the 2018 NECHE Interim Report has completed the integration process initiated in 2013 after having been a wholly-owned subsidiary of the University) under the College of Business. This change

reflected shifts in academic programming. Given that the new School of Innovation and Technology (HERE) was physically incorporated into the Harold Alfond Hall, the technological aspects associated with NESCom have merged nicely within the College of Business.

The digital transformation is driven by rapid evolutions in technology that has caused the University to analyze its internal governance structure relating to information systems and control. Under the direction of the Associate Vice President of Information Technology, the University has established clear policies for such areas as Social Media compliance. Each of these policies has corresponding enforcement considerations. Additionally, in 2018, the University hired an external consultant (Campus Works) to examine IT governance, while also considering the replacement of the University's aging Student Information System (SIS), CAMS enterprises. As a result, the AVP of IT assembled a group of CAMS users to examine IT governance as it relates to the Student Life Cycle (from recruitment through to alumni services). In the spring of 2022, after a thorough RFP process, the University contracted with Berry Dunn, a leading accounting and technology firm, to further examine IT governance and guide the eventual replacement or upgrading of the SIS system. The IT department has achieved its benchmarks demonstrating operational excellence in its support and service to the members of the Husson community, and ITs efforts in preventing data breaches and in technological compliance have significantly reduced institutional risk.

Appraisal

The University's response to COVID-19 is demonstrative of the internal organizational structure of the University and its highly collaborative community. In response to COVID-19, the University established task forces led by Senior Cabinet members. The Academic, Finance, Health and Safety, Community Engagement, and Athletic Task Forces addressed their respective areas with members from various stakeholder departments participating on each committee. This temporary governance structure facilitated key decisions regarding the COVID-19 response and engaged appropriate stakeholders in efforts to identify and secure federal financial loan programs.

Due to a collaborative and well-structured response to COVID-19, the University gained cooperation and support from the administration, faculty, staff, and students. The COVID-19 Response is also addressed in standards 4, 5, 6, 8, and 9 but it should be noted in this standard that the collaborative governance systems utilized in this transitional period were successful as noted by sustained retention rates and by the recognition that in Spring 2020, Husson University was the only Maine institution rated "High" for its online learning experience, according to EDMIT as reported in the Boston Globe (HERE).

Given that the shifts in organizational structures of the Colleges within the University occurred during the COVID-19 pandemic, certain academic programs needed to respond to changes in pedagogical structure by reference to accreditation standards rather than guidance from the University. This was particularly the case for the health programs needing to meet experiential

and clinical requirements. As the University was making decisions for the University in its entirety, these departments needed to consider the best and often unique courses of action for their programs of study. Given the University's academic emphasis is on experiential learning, the academic units responded well to the challenges and found ways to deliver the needed experimental and clinical opportunities through simulation, increased social distancing, alternative placements, and alternate schedules.

Overall, the University's internal governance allows for broad-based participation and contributions to governance. One measure noted in Standard 4, is the Student Government's efforts to comment on the General Education requirement of Community Service. Another ongoing effort is the request by Student Government that a seat be reserved on Faculty Forum committees for a representative from Student Government rather than by general nomination by the committees with affirmation by the Deans. Such a measure would solidify student participation on Faculty Forum committees and enhance student contributions to decision-making at the University.

Projection

- In the spring of 2023, the Senior Cabinet will reconvene its COVID-19 response committee. As also noted in Standard 7, this committee will be tasked with evaluating the University's response to COVID-19, and strategies for addressing any lingering impacts of the COVID-19 crisis. The committee's report will also reflect on lessons learned with respect to the governance structure and provide action statements for improvement.

Standard 3: Organization and Governance
(Board and Internal 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 "sponsoring 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 sponsoring entity	NA
Website location of documentation of relationship	NA

Governing Board	**Website location**
By-laws	https://drive.google.com/file/d/1pJT0Re7DxSFfJZBK03swBD
Board members' names and affiliations	https://www.husson.edu/about/board-of-trustees/

Board committees *	**Website location or document name for meeting minutes**
Academic Affairs	https://sites.google.com/a/husson.edu/trustees/committee-
Advancement	https://sites.google.com/a/husson.edu/trustees/committee-
Audit	https://sites.google.com/a/husson.edu/trustees/committee-
Building Grounds	https://sites.google.com/a/husson.edu/trustees/committee-
Finance	https://sites.google.com/a/husson.edu/trustees/committee-
Governance	https://sites.google.com/a/husson.edu/trustees/committee-
Investments	https://sites.google.com/a/husson.edu/trustees/committee-
Student Affairs	https://sites.google.com/a/husson.edu/trustees/committee-

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Faculty Forum	https://sites.google.com/a/husson.edu/facultyforum/home

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Student Government	http://catalog.husson.edu/generalinformation/studentaffair

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
Academic Advising Committee	https://sites.google.com/a/husson.edu/facultyforum/standi
Compensation Committee	https://sites.google.com/a/husson.edu/facultyforum/standi
Faculty Development and Evaluation Committee	https://sites.google.com/a/husson.edu/facultyforum/standi
General Education Committee	https://sites.google.com/a/husson.edu/facultyforum/standi
Graduate Academic Affairs	https://sites.google.com/a/husson.edu/facultyforum/standi
Graduate Council	https://sites.google.com/a/husson.edu/facultyforum/standi
Handbook Committee	https://sites.google.com/a/husson.edu/facultyforum/standi
Undergraduate Academic Affairs	https://sites.google.com/a/husson.edu/facultyforum/standi
Institutional Review Board (IRB)	https://www.husson.edu/academics/research/institutional-

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior 2020-21	1 year prior 2021-22	As of 2022/FA 2022-23
Main campus	Bangor, Maine/United States	1898	3,382	2,910	2,563
Other instructional locations (US)	Canadian Public Community College		7	1	0
	Jackson Lab		12	5	0
	LL Bean		13	29	14
	Portland, Maine/United States	1972	66	0	0
	Presque Isle, Maine/United States	1980	48	0	0

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior 2020-21	1 year prior 2021-22	As of 2022/FA 2022-23
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line	38 (as of 11/10/22)		423	779	308
Dual Enrollment Programs			312	213	67
Contractual Arrangements involving the award of credit	Criminal Justice 498 Basic Law Enforcement Training		0	0	0

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

1) Enrollments by Location and Modalities include degree-seeking and non-degree-seeking students.
2) Enrollment counts are unduplicated within locations and modalities but may be duplicated across locations and modalities.
3) Enrollments are calculated from fall through summer (fall, spring, & summer).
3) "As of 2022/FA" values are consistent with previous "as of" data as well as in comparison to reported Board Report values for Fall Census Enrollments.

Standard 4 – The Academic Program

Introduction (4.1-4.3)

Husson is classified by the Carnegie Classification as a Doctoral/Professional University and provides two first professional doctoral degrees, eight masters degrees, four post-masters certifications, and 31 bachelor degrees. Standard 5 will detail the roughly 3000 students who engage in Husson academic programs. Consistent with the University's mission, academic programs at Husson emphasize lifelong learning that prepares students for careers in professional fields. Because of the University's size and its collegial environment, the disciplines and colleges collaborate to create pathways of learning and success from General Education through to graduate degrees and, in many instances, professional licensure. The curricula for each of Husson's degree programs prioritize opportunities to connect theory to real life professional practice. The variety of experiential learning opportunities are exemplified in simulated crime scene investigations, healthcare simulation with the use of high-fidelity manikins, internships, clinical placements, and a pro bono healthcare clinic. These are all examples that are hallmarks of the Husson experience. These diverse experiential activities allow students to connect theory to practice. All educational pathways provide for professional-level outcomes and lead to degrees in a recognized field of study. Creating these pathways generates collaboration among the academic departments and demonstrates innovative academic programs such as those seen within the School of Technology and Innovation, housed in the new College of Business building.

All of the collegiate-level programming at Husson University provides a curriculum that leads to a degree in a recognized field. Since the interim report, the University has decided to focus its attention on Bachelor's, Master's, and First Professional Doctoral degrees. The one remaining Associates Degree is that of Liberal Studies for purposes for provisioning a pathway for degree completion for students who have earned credits at Husson University. All of the learning goals (intended knowledge and skills obtained at the conclusion of each academic program) and requirements are published in the catalog (HERE). Additionally, specific student learning outcomes for each course are published on the Eagle Connect site (HERE), each syllabus (HERE), and the suggested course sequence, is published in the curriculum sheet (HERE). All degrees and programs are characterized by appropriate breadth, depth, continuity, sequential progression, and synthesis of learning as approved by the faculty with university support.

Husson University is committed to ongoing academic innovation as evidenced by the brand new IEX center with state-of-the-art technology, the acquisition of an offsite space for a pro bono health care clinic, a new Wellness center with expanded healthcare simulation capabilities and recently renovated science labs. Additionally, Husson is exploring the use of badging and

certificates as another means of a curricular pathway. In 2021, Husson University established a Badge Committee, which is made up of stakeholder faculty and staff. The committee meets every two weeks to consider badging possibilities generated by the committee chair, committee members, and other community stakeholders.

The COVID-19 response highlights the support and collaboration found at Husson University to ensure quality educational opportunities. During the rapid shift to online instruction, the University provided each instructor with a coach from the Office of Assessment or the Division of Online and Distance Education to support faculty and to help with online technologies for student engagement, digital classroom management, and content delivery. The faculty also benefited from the sustained professional development opportunities through the ACUE program and Quality Matters training as discussed in Standard 6. Additional selective professional development workshops were offered as a sequence for building a course with fidelity. These collective experiences helped Husson University and, specifically, the Husson faculty, to maintain a quality educational program even in the midst of a pandemic. This provided the foundation to transition to in-house efforts of online learning after separating from the previous contract with The Learning House. Husson continues to assess lessons learned from the COVID-19 pandemic to remain agile and flexible in response to the shifting higher education environment.

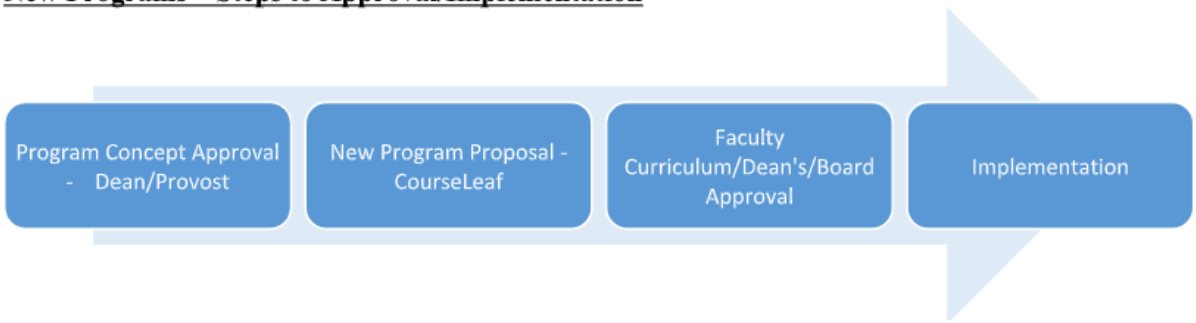
Assuring Academic Quality (4.5-4.12)

Description

At an organizational level, the University demonstrates oversight of curriculum matters through the program and course approval process. Figure 4.1 below shows the general process for course and program approval. Additional supports such as that found in the Division of Online and Distance Education and the Office of Assessment are not included. The approval process includes a conceptual development phase with the dean and appropriate faculty for alignment to mission followed by market research to determine feasibility. A program moving forward from this phase will develop necessary material, such as a curriculum sheet, curricular mapping, modality information, marketing information, and general education alignment to move forward in the University approval process that is outlined below. The full process is found HERE.

Figure 4.1: General course and program approval process (*for new initiatives with budgetary implications)

New Programs – Steps to Approval/Implementation



Each academic college approves proposed programs or courses based on the specific areas of content and the guidance of market/community needs. The Faculty Forum committees (Undergraduate Academic Affairs Committee [UAAC] and Graduate Academic Affairs Committee [GAAC]) ensure that each program or course has appropriate learning outcomes, assessments, and content appropriate for the level of study. The General Education program verifies that proposed programs will meet the expected General Education outcomes, and that specific proposed courses align with intended General Education learning outcomes and are available to the campus community. Each of these committees has faculty representatives from the relevant disciplines, and each has student representation. The Deans Council, consisting of the academic deans and members of the Provost's office, provides approval ensuring that courses or programs will be appropriately resourced and viable under the mission. Finally, all new programs require approval from the Board of Trustees, further ensuring mission alignment and resource allocation.

All curricular matters move through "CourseLeaf" which is a workflow software platform utilized by the University. CourseLeaf also provides the central infrastructure that connects curricular changes to the annual publication of the catalog, ensuring that approved changes are appropriately included in each catalog publication.

Policy and program reviews are initiated by departments, the Registrar's Office, or the Deans Council. Similar to the process noted above, these are first approved at the originating level and then entered into CourseLeaf to go through the approval process noted above. A review of academic programs for ongoing relevancy and sustainability occurs at the Deans Council. As indicated, faculty have a substantive voice in all of these academic matters. New program submissions follow the Guidelines for New Program Approvals as found on the intranet in the folder of the Office of the Provost (HERE). In addition, all programs are evaluated through market research and cost analysis by the Finance Office in conjunction with the Office of the Provost. This allows for a realistic approach that considers the goals derived from the mission accounting for available resources and utilizes multiple external perspectives such as those

provided by Eduventures (HERE). As will be noted in Standard 7, the University provides a value-added education maintaining a highly competitive net tuition pricing structure.

Husson University offers 12 extracurricular digital badges. Information about all current digital badging opportunities can be located on the Husson website (HERE). Current badging opportunities are communicated to students, faculty, and advisors by email, newsletters, and the webpage. Husson currently has an additional 10 badges in development, which are a mixture of extracurricular and curricular badges. These badges are related to Inter-professional Honors, Community Service, DEI, and Animal-Assisted Therapy. The Associate Director of Online and Distance Education is responsible for managing the Badge Committee, educating campus about existing badges, supporting the development of new badges, and overall badge communication and education. Badges are not equivalent to degrees and do not lead to licensure but are in alignment with the mission of preparing students for careers as badges offer students a way of showcasing their experiences and skills to potential employers.

As seen in Standard 8, Husson University supports eight other accreditations, which offer evaluation of the associated academic quality. The current position within the accreditation cycle for each program is noted on the E-Series form (HERE). All programs without specialty accreditation will follow a process of annual and cyclical review as adopted by the Deans Council beginning in the fall of 2022 (HERE). While most of the programs without specialty accreditation had already been participating in ongoing reviews as seen in the E-Series form, having a planned schedule of review will allow for a more manageable workflow for faculty and administration.

Standard 7 notes the sufficiency of resources to sustain and improve academic programming. Indirect measures of sufficient resourcing and meeting the mission of being prepared for entry into a career may be seen by the employment numbers for alumni who remain in the State of Maine (HERE) and licensure rates of alumni who have some form of certification examination post-graduation as seen in Data First form 8.3. This adequacy of resources is also evidenced in Husson's demonstrated ability to support students from lower socioeconomic backgrounds in achieving professional careers as seen by Husson's national ranking as the 51st top performer in social mobility by US News (2021) (HERE). An additional example may be seen in the resources provided to students, such as in the Ronan Center for Financial Technology (Here) which is equipped with two LED stock ticker displays that show current market activity in real time, and interactive touchscreens that provide students with the ability to research stock, mutual fund and bond investment performances, or with NESCom's mobile television remote truck, which is the most technologically advanced mobile unit in the U.S. owned by a college or university (HERE) and allows Husson students to experience control room settings for broadcast television shows like "The Nite Show with Danny Cashman" and the Maine High School Basketball Tournament.

The narrative from Standard 8 demonstrates that it is through continuous assessment that the community reflects on the outcomes of its efforts to assure such quality and to engage in overall planning. This planning involves curricular and assessment support from the Office of Assessment and results in "coherent design and appropriate breadth, depth, continuity, sequential progression, and synthesis of learning." These processes will be noted more specifically within the narrative on this standard, in particular in the General Education section.

Appraisal

The increased use of the LMS Canvas for both online and face-to-face programming provides an opportunity to ensure academic quality by providing a streamlined communication method of academic policies and course outcomes through the shared syllabus template (HERE). A review of course outcomes is required as part of the syllabi process by UAAC/GAAC. The use of Canvas as a shared electronic syllabus also has allowed for the centralization of Student Policies & Support Resources on the "left side navigation" panel of each Canvas shell. These include links for taking attendance and policies related to absences for religious considerations, Student Support Services resources, netiquette resources, and library hours. This enhancement allows the University to update policies and supportive information in one location to ensure all students have equitable access to accurate information. This digital syllabus format also allows deans or program chairs to review all syllabi before the semester starts to make sure instructors list the correct outcomes and course materials.

Curricular effectiveness has been consistently evaluated by CACREP, IACBE, ACPE, CCNE, CAPTE, ABPTRFE, ACOTE, and Maine State DOE for each associated academic program, and each follows the unique accreditation cycle and reporting requirements as appropriate for the respective accreditor (HERE). The ongoing successful accreditations are evidence of the effectiveness of the curricular evaluation, as well as the attainment of the intended learning by the students. Clinical partners also attest to the effectiveness as evidenced by feedback related to student performance. Here is a testimonial from a Physical Therapist preceptor to the Chair of the Physiocal Therapy Program regarding a DPT student. "*I just wanted to let you know that both of [name]'s clinical instructors went out of their way today to tell me she is the best student we have had (Here). We've had some really good students over the years, but both inpatient and outpatient, [name] stood out. Well done!!!!"* These informal comments and reflections on student performance are consistent across all disciplines.

There are multiple assessment points ensuring students develop collegiate-level skills in English (including information literacy), most notably within the required General Education sequence – specifically that of EH 105 followed by an upper-level Literature course. The aggregate score in standard 4A (*Students will demonstrate essential college-level skills associated with reading comprehension, careful interpretation of texts, clear oral and written communication, and use of*

technology) in EH 105 and upper-level Literature courses is 84%, with a lower performance noted during the heaviest COVID-19 constraints.

Students must also complete a General Education approved writing-intensive course to reinforce skills in English throughout the curriculum. Approved courses are found on the General Education site (HERE) and the General Education Criteria for approval of a writing intensive course are found HERE.

Undergraduate Degree Programs (4.13-4.15)

Description

In alignment with the mission, all curricula prepare students for careers within the context of the sciences and humanities. It is within the context of the sciences and humanities that students are introduced to the broad areas of human knowledge; it is within their disciplines of choice that they achieve the level of knowledge to pursue a selected career path. This rationale is noted in the catalog, in curriculum sheets published through the Registrar's Office, and in official publications that reference the catalog.

Each new program is reviewed by the General Education Committee to assure compliance with the expectations of the University, while departmental reviews assure appropriate sequence, scope, and depth of content areas. All students have opportunities for choice within their academic plan, though the amount of choice may be more limited based on the specific disciplines of study.

All undergraduate degree programs must meet the requirements of general education. Courses that are utilized in general education are broken into 5 major categories including Core Skills (10 credits), Natural & Social Science (12 credits), Humanities (9 credits), and Prospective (9 credits) for a minimum of 40 credits. These diverse groupings of course categories ensure students have a broad foundation in the skills and knowledge necessary to be educated global citizens. The General Education course requirements are found on the website (HERE) and in the University's course catalog (HERE).

General Education also requires a demonstration of scientific and quantitative reasoning, critical thinking, and communication skills, information literacy as well as the elements of the NECHE 4.15 (i.e., "*understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind*"). General Education Outcomes (updated and adopted in 2016) are seen HERE and the alignment between the General Education Outcomes and NECHE 4.15 may be seen HERE.

Appraisal

As noted, since the Interim Report, the University no longer admits students to Associate level programs and currently retains only one such program to allow for the attainment of a degree for students who are unable to complete their bachelor's degree program for a variety of reasons. This decision allows the University to focus its energies on certificates and alternative credentials to create multiple pathways for students, as well as credentialing to allow for increased access to academic content for potential students and increased value for currently enrolled students. Husson now offers two Doctoral degrees, eight Master's degrees with ten different concentrations, four Post-Masters certifications, 31 Bachelors degrees with 23 different concentrations, and one Associates degree.

The number of certificates earned at Husson has grown from 44 in 2016/2017 to 123 in 2020/2021. The chart also indicates whether those certificates were awarded to degree-seeking students. The vast majority of certificates are earned by students also earning a Husson degree, as evidenced by the 90% of certificates in 2020-2021 going to students also earning Husson degrees. Earning certificates is consistent with the University's mission of preparing professionals for their future careers as they may more clearly depict key skills or knowledge associated with professional goals.

General Education (4.16 – 4.18)

Description

It is through the General Education requirements and structure that the University is able to meet the mission of providing education within the context of the sciences and humanities and preparing future alumni for lifelong learning. Since the interim report, the General Education Committee has been able to fulfill the expectations of having an assessment for the learning objectives as established by the Committee.

The current General Education Curriculum was implemented in 2016, and at this time the General Education Committee has approved new curriculum sheets reflecting these outcomes for all academic programs at Husson University. All approved courses are found at the General Education site (HERE) and the approved curriculum sheets are found on the registrar's site (HERE). The 2016 General Education revision was supported by a $142,000 grant from the Davis Foundation awarded in 2015. This grant supported faculty development, consultants, conference attendance, and technological resources for faculty and students (HERE).

Each General Education course also addresses specific student learning outcomes found HERE and can be broken into the four broader categories of knowledge, perspective, thinking, and skills. Faculty submit an online application (HERE) in order to have a course approved by the General Education Committee (a standing faculty committee as listed by the Faculty Forum). The application process involves a review of the alignment of the course to the General Education intended outcome, the development of an assessment plan to utilize valid and reliable

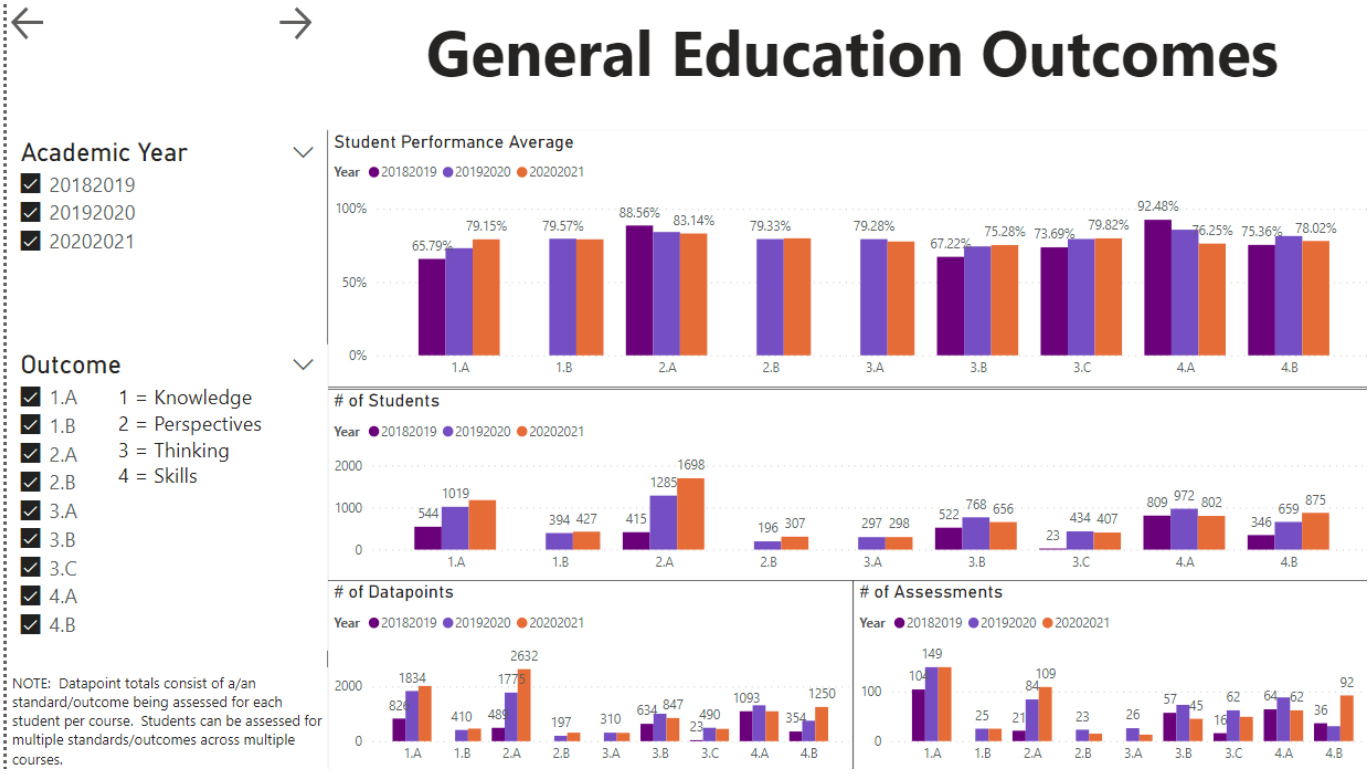
assessments, the sharing of the assessment data with the General Education Committee for ongoing programmatic evaluation and improvements, and final chair approval.

Appraisal

Husson University students are achieving the intended General Education outcomes. In the 2020-2021 academic year, the General Education committee gathered data from 2197 unique students and 559 assessment opportunities through the ExamSoft platform. Figure 4.x provides the 2018-2021 General Education data. The earlier years had lower levels of data compliance as most assessments were in the piloting phase. The 2020-2021 year will serve as the base year for future comparison. Data compliance (receiving all appropriate data) is a challenge, but for the past three years Husson has been able to gather assessment data about individual performances towards specific General Education from more than 1500 students each year. The Office of Assessment continues to develop a process of harvesting categorical data from the embedded Canvas assessment platform to reduce any barriers the ExamSoft platform may present. Faculty may now work with the Office of Assessment to develop an approved rubric that will fill the General Education or accreditation need and work with the Canvas data extraction process.

In the fall of 2022, the General Education Committee conducted a preliminary evaluation of the General Education assessment data (Figure 4.1), which indicated that Husson students had reached their intended General Education outcomes. As seen in the data, aggregate student scores for the intended outcomes are at an acceptable level (aggregate scores above 73% or a grade of C) in the most recent academic year. The committee also took the step of requiring all performance assessments to utilize the same five-point scale to make future comparisons easier. The university will gather three years of data before making significant changes. Additionally, now that the General Education Committee has approved submissions for each academic program and every course within the General Education offering, the committee will consider a systematic review of approved courses to ensure the ongoing alignment to the intended course outcomes.

Figure 4.1: Aggregate Student Attainment of the Intended General Education Outcomes



In the fall of 2022, the General Education Committee also resolved concerns regarding the Community Service requirement. Since the advent of this General Education component in 1998, the Community Service requirement had been satisfied by students providing evidence of 40 hours of service. This standard was inconsistently applied in various departments and modalities. To address these inconsistencies in application and to provide meaningful, measurable, and manageable outcomes for students, in the 2022 fall semester, the General Education Committee changed the community service requirement to a one-to-five-hour requirement and a 250 to 500-word reflection on how Community Service is linked to their professional and career development. These changes align the outcome directly with the university's mission.

The Major or Concentration (4.19)

Description

Through its majors and concentrations, the University advances its mission to prepare students for careers. Academic programs provide opportunities for growth and development in the designated area of study ensuring students achieve the articulated learning objectives resulting in a mastery of the knowledge, information resources, methods, skills, and theories pertinent to particular areas of inquiry. As our mission indicates, our programs strive to prepare students for careers by providing rigorous undergraduate and graduate curricula that are relevant and promote critical thinking skills, self-confidence, and strong communication skills. Through experiential learning, Husson merges didactic learning in the classroom with undertakings that lead to

effective practice in the chosen disciplines, while also preparing students for life-long contributions that demonstrate the ability to interrelate knowledge across disciplines.

The Psychology degree at Husson University will be used as an example of the major or concentration for this section. The Psychology degree is delivered in both a face-to-face and in the fully online modality.

The Psychology program faculty developed a curricular map and program assessments that serve all modalities. The online division also developed a standard course template to ensure comparable experiences for students, an appropriate scope and sequence for content delivery, and ensure students have opportunities to develop, rehearse, and apply the intended skills and knowledge. These curricular and assessment activities involved all the full-time Psychology faculty and were supervised by the Dean of the College of Science and Humanities and were supported by the Office of Assessment to help ensure that all outcomes were meaningful and measurable and to ensure that data for programmatic review could be collected. The Instructional Designers from the Division of Online and Distance Education also worked with the Psychology faculty as content experts to translate the face-to-face experiences into online methodologies that would support distance learners. The updated mapping is found HERE. This mapping is shared by both modalities of the Psychology program, including the broad program outcomes of the intended APA goals and sub-goals, and the associated course-level student learning outcomes. This level of clarity provides clear expectations for cognitive rigor in content and skill proficiency for psychology students. The mapping also ensures equitable curricular expectations regardless of modality. In this example, both modalities share the same summative course assessments and the same capstone assessment, thus providing a comprehensive assessment of the intended program outcomes, a vehicle for programmatic and curricular evaluation, and an opportunity to compare the efficacy of each modality in terms of student learning.

Appraisal

Husson University has dedicated systems in place to ensure the students attain the intended skill and knowledge within each discipline, as evidenced by the Psychology example.

The success of majors or concentrations includes both indirect measures from all programs, such as performance on licensure exams as seen in Data First for 8.3, alumni employment in Maine (HERE) and direct measures of intended student learning and skill as discussed in Standard 8 and experiential opportunities.

Graduate Degree Programs (4.20 – 4.28)

Description

Underlying the mission of professional career readiness, the University has designed all graduate degree programs to achieve mastery in complex professional areas, and it is through career preparation that they achieve an appropriate rationale, focus, and readiness as evidenced by the

learning outcomes. Out of the nine graduate degree programs at Husson University, seven have achieved specialized accreditation (a listing of Husson's accreditors is found HERE). Husson notes that each has engaged in successful accreditation cycles within the past ten years, including the earning of initial full accreditation status for the School of Pharmacy under ACPE in 2014, and Graduate Counseling programs under CACREP in 2016.

Table 4.2: Graduate Accreditations

Program	Last Accreditation Self-Study	Outcome	Next Accreditation Self-Study
ACPE: Pharmacy	2020 (Postponed from 2019 – COVID-19)	4-year Approval (with one year counting from the COVID-19 Delay)	2023
CCNE: Nursing	2017	10-year approval	2027
ACOTE: Occupational Therapy	2016	10-year approval	2026
CACREP: Clinical Mental Health Counseling and School Counseling	2022	TBA	2026
CAPTE: Physical Therapy	2016	10-year approval	2026
IACBE: Business	2022	7-year approval	2029
ABPTRFE: Physical Therapy Residency	2020	5-Year approval	2025

The Faculty Handbook provides for a differentiated teaching workload for graduate faculty at 18 credits, acknowledging their additional scholarly expectations as compared to undergraduate faculty who are assigned 24 credits annually. Specialized accreditation organizations further define this distinction. Standard 6 notes more fully the ongoing distinctions in scholarship among the various disciplines and how clinical expectations drive further consideration for the scholarly workload.

The graduate disciplines coordinate with graduate admissions to admit students who are qualified for graduate-level study. The catalog provides information in relation to the necessary standards and expectations for ongoing participation. Each program has extensive curricular mapping and has requirements for assessing student learning outcomes for programmatic improvement (please

see the E-Series sheet HERE). In addition, each program monitors progression and graduation rates, professional licensure, and attempts to gather alumni data such as employment and advancement, though tracking alumni data has proven a challenge for multiple programs (please see Data First Form 8.3).

Interprofessional Education (IPE) is also a key component of the College of Health and Pharmacy. In 2019, Husson dedicated a 0.5 FTE to coordinate interprofessional education and oversee the University IPE committee. This committee has been instrumental in fostering communications to help allocate resources and to provide shared IPE opportunities for students. Husson University has also entered into an agreement with the Maine Area Health Education Center to provide additional opportunities for Husson graduate healthcare students to engage in interprofessional experiences within rural Maine settings.

As noted in the introduction, faculty and staff collaborate to provide many pathways for students to the professions. This collaboration has led to a number of undergraduate feeder programs for graduate education. Because of its career focus, the University places undergraduate students on track to graduate degree completion as early as possible. Should these undergraduate students determine to no longer pursue graduate education, the University can assist them in their placement into an appropriate undergraduate degree completion path. In addition, the University offers courses with listings at the undergraduate and graduate levels of study. While undergraduates and graduate students can enroll in the same course, the faculty members are responsible for providing additional learning outcomes and requirements for graduate students on the 4+1 track to complete their BS and MBA or MJC. Such an approach has a long history at Husson, particularly in the Business and Criminal Justice programs. In the junior year of study, students with a minimum GPA of 3.0 can take graduate courses to fulfill the requirements of the five-year program.

The graduate admissions office admits students into the graduate programs of study. Because of the unique requirements, graduate admissions coordinate closely with the Departments. The University recently re-examined its approach to the Graduate Nursing program, which is offered online and currently serves out-of-state students. Because of the regulatory requirements concerning licensure expectations, graduate admissions now provide specific consumer protection notifications for those students.

Appraisal

Graduate programs have eight different specialized accreditors that assure the achievement and aspirations for Graduate programs. Specialized accreditation provides the assurances of appropriate levels of rigor for cognitive and skill expectations, academic content, faculty credentialing, and resourcing.

Graduate programs are sufficiently resourced and have properly credentialed faculty. Two graduate programs, MBA and Criminal Justice, are housed in the newly constructed Harold

Alfond Hall that opened in the fall of 2021. Resources include a forensics lab, which provides for the hands-on experiential learning component (this lab was previously housed in the University's off-campus facility at Marshall Road). The health professionals have access to the Dahl Gross Anatomy Laboratory which is one of two higher education cadaver labs in the State of Maine, three high-fidelity simulation centers, and a Pharmacy simulation center. Of all baccalaureate or higher degrees awarded in the spring of 2021, 79% came from programs requiring internships, clinical placements, practicums, fieldwork, or other required experiential components.

One area that generates ongoing discussion with respect to graduate faculty resources is advising. To create a seamless pathway for students to their graduate studies, the University enrolls students in many early assurance programs, such as a 5-year MBA, a 3+3 DPT program, a 2+3 OT program, and a 2+4 PharmD program. Graduate faculty who advise undergraduate students may start building relationships with their future students earlier and help shape professional identity at earlier stages of education, which will benefit the student as they progress within the program. Examples of undergraduates engaging in professional identity development are seen in PT where all undergraduate students have opportunities to engage in the Pro bono clinic, Boxing club, the Organization of Physical Therapy Students and observe labs and classes within the professional phase.

Transfer Credit (4.29 – 4.32)

Description

To encourage degree completion, Husson University actively engages in the acceptance of transfer credits. The Transfer Coordinator assures the integrity in the award of credit and conducts a timely review of transcripts considering efforts to be responsive to student inquiries.

Policies and procedures are consistently applied regarding all awarding of transfer credits. Students must earn a minimum grade of "C" from an appropriately accredited program to receive the transfer of credits. Consistency in the acceptance of transfer credis is achieved through the efforts of the Transfer Coordinator who has aligned Husson University courses with those of specific institutions such as Maine Community Colleges (HERE). The University also accepts AP credits (HERE), CLEP (HERE), and DANTES Subject Standardized Tests (DSSTs) Equivalencies (HERE). In 2021, Husson University simplified the policies on accepting AP credit, so all Husson academic programs shared the same expectations of required scores and credit awards.

Given the recent decision to expand and bring online offerings in-house, the Registrar and the Division of Online and Distance Education meet frequently to discuss Standard Operating Procedures and to address matters of consistency and efficiency when responding to transfer inquiries from online students.

Appraisal

Husson has a well-established process for accepting credit. Between fall 2013 and spring 2022, Husson accepted 146,984 credits in transfer from 6,978 students.

The efforts of the Transfer Credit Coordinator have increased the integrity and consistency of awarding transfer credits. Particularly helpful is the development of an online tool, updated annually, that allows for a comparison of courses from Maine Community Colleges to Husson University (HERE), as it makes all of the pre-agreed transfer expectations known to prospective students or other higher education professionals. This allows for integrity and transparency in awarding of transfer of credit as most frequent transfer requests have pre-authorized and published equivalencies.

At the graduate level, the University has a general approach whereby about one-fourth of the total credits earned can be transferred from other institutions. Yet, each department has adopted transfer credit policies to reflect its own programmatic needs.

Integrity in the Award of Academic Credit (4.33 – 4.49)

Description

All degrees at Husson University are appropriately named. The registrar assigns Classification of Instructional Programs (CIP) Codes accordingly. Each program has the appropriate credits in accordance with their classification as associate's, baccalaureate, master's, and first professional doctoral degrees.

The Senior Vice President for Academic Affairs and Provost, as supported by the Deans Council and Office of the Registrar, maintains ongoing authority over the curriculum. The Senior Vice President for Academic Affairs and Provost and deans are responsible for the selection, approval, professional development, and evaluation of faculty. The disciplines are responsible for course content and delivery. The disciplines, with the Office of Assessment, are responsible for curriculum mapping, learning outcomes, and assessment. No credit toward graduation is awarded for precollegiate-level or remedial work. Within this framework of oversight, students complete at least one-fourth of their undergraduate credits at Husson.

The standards of satisfactory academic progress are aligned across the institution, including in financial aid and athletics. The advent of alternative terms for the Division of Online and Distance Education has resulted in satisfactory academic progress being determined as of every three terms, which represents half of the number of terms offered in any given year.

The University has a clearly defined policy regarding the violation of standards of academic integrity published in the catalog (HERE), allowing for formal and informal resolution of such matters. The standards of any given profession are maintained at the departmental level.

With the in-house conversion of online programming, the University embarked systematically on the development and recognition of badges. To provide a systematic approach to badging, the

division of online and distance learning developed an application and process for approval, which includes the requirements, outcomes, and assessment of badging criteria. Once approved, all digital badging is completed through Credly. This process provides a central location of reference for students to track earned badges.

Appraisal

As assured through the Office of the Registrar, the University functions with expectations of integrity and in accordance with all policies and expectations. Matters of transfer credit, course substitutions, and completion of degree requirements are subject to standard processes and approvals. The foundation is a close collaboration with staff members of the Office of the Registrar, faculty, deans, and the Office of the Provost.

The badging system has allowed the University to reinforce specific learning outcomes that otherwise would be lost within the curriculum. For example, the library has advanced a series of badges relating to research and information literacy. Any of these badges could be assigned by faculty based on the course's needs or the program of study.

Projection

- During the spring of 2024, the Senior Vice President for Academic Affairs and Provost and Deans Council will establish a committee of representatives in the various colleges to examine the extent to which assessment data is being provided to the General Education Committee and the ability of the Committee to take meaningful action steps. This committee will provide recommendations to the Deans Council as to the nature of organizational support needed to increase the response rate for providing General Education data. This committee will also examine the number of courses and sections within required areas of General Education to ensure a level of flexibility in meeting the General Education outcomes. It will honor the principle of shared governance, recognizing the limits of the authority of the General Education Committee while tapping into the collaborative spirit of the educational community, honoring the necessary limitations of the authority of the Gen Ed Committee, and supporting it in carrying out its important mission.
- The University aspires to create pathways from undergraduate to graduate education resulting in levels of mastery and lifelong preparation for meaningful contributions to the professions. As such, improvements could be made in facilitating existing pathways and fostering new pathways.

  Accordingly, during the summer of 2023, the Assistant Provost of Assessment will collaborate with the directors of graduate programs to examine additional pathways. The committee will also include advising and members of the Science Department and the

Dean of Student Success to examine this projection from the perspective of academic programming.

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

Fall Enrollment by location and modality, as of Census Date for 2022/FA

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (PharmD and DPT)	Total Degree-Seeking
Main Campus FT	1	2,105	72	81	2,259
Main Campus PT	2	66	89	39	196
Other Locations FT					0
Other Locations PT			14		14
Distance education FT		138	152		290
Distance education PT		103	104		207
Unduplicated Total Headcount	3	2,412	431	120	2,966
Unduplicated FT Heacount	1	2,243	224	81	2,549
Unduplicated PT Headcount	2	169	207	39	417
Total FTE (see below for calculation methodology)	1.7	2,299.3	327.5	100.5	2,729.0
Degrees Awarded, Most Recent Year	1	576	292	67	936

Explanatory notes:

1) Definitions of "Locations and Modalities" are defined in Data Form 3.2.
2) Enrollment numbers include all students in the named category.
3) Each Student is recorded in only one category.
4) Master's degrees include Post-Master's certificates.
5) Total FTE Definitions:
   Full Time Undergraduates are student enrolled for 12 credit hours or more, except for Online students who must be enrolled in 4 credits or more during the 7-week T1 Online term to be considered full-time.
   Online term T2 students are not included in this calculation.
   Full Time Graduates are students enrolled for 9 credit hours or more, except for Online students who must be enrolled in 3 credits or more during the 7-week T1 Online term to be considered full-time.
   MSOT students who must be enrolled in 15 credits or more to be considered full-time.
   Full time Doctoral Students are students enrolled for 15 credits or more.
   Undergradute FTE = Number of Full-Time Students + 1/3 (Number of Part-Time Students)
   Graduate FTE = Number of Full-Time Studnets + 1/2 (Number of Part-Time Students)
6) "Degrees Awarded" values are based on August/December/May graduation dates as reported by the Registrar's Office.

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

Fall Enrollment by location and modality, as of Census Date for 2022/FA

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	3		3	2,259	2,262
Main Campus PT	8	97	105	196	301
Other Locations FT			0	0	0
Other Locations PT			0	14	14
Distance education FT	4	2	6	290	296
Distance education PT	3	5	8	207	215
Unduplicated Total	18	104	122	2,966	3,088
Unduplicated FT Heacount	7	2	9	2,549	2,558
Unduplicated PT Headcount	11	102	113	417	530
Total FTE (see below for calculation methodology)	10.7	36.0	46.7	2,729.0	2,775.7
Certificates Awarded, Most Recent Year	127				

Explanatory notes:

1) Definitions of "Locations and Modalities" are defined in Data Form 3.2.
2) Enrollment numbers include all students in the named category.
3) Each Student is recorded in only one category.
4) Non-Matriculated students include non-degree-seeking students and dually enrolled high school students.
5) FTE Definitions:
   Full Time Undergraduates are student enrolled for 12 credit hours or more, except for Online students who must be enrolled in 4 credits or more during the 7-week T1 Online term to be considered full-time.
   Online term T2 students are not included in this calculation.
   Undergradute FTE = Number of Full-Time Students + 1/3 (Number of Part-Time Students)
6) "Certificates Awarded" values are based on August/December/May graduation dates as reported by the Registrar's Office.

Standard 4: The Academic Program
Headcount by UNDERGRADUATE Major

For Fall Term, as of Census Date	Number of credits*	3 Years Prior Fall 2019	2 Years Prior Fall 2020	1 Year Prior Fall 2021	Current Year Fall 2022	Next Year Forward (goal) Fall 2023
Certificates						
Accounting	15	3	2	1		Pending
Advanced Music Production	15			1		Pending
Animal-Assisted Therapy	9				3	Pending
Business Admistration	15		2	3		Pending
Counterterrorism/Security	12		1			Pending
Fundamentals of Music Production	15			2		Pending
Data Analytics	18	2	4			Pending
Digital Social Media Marketing	15		1			Pending
Graphic Design	15				1	Pending
Hospitality	12				1	Pending
Human Resource Management	15		1			Pending
Marketing Communications	15			1		Pending
Paralegal	15	3	2	2		Pending
Photography	15				1	Pending
Secondary Life Sci (Pathway II)	9			1	1	Pending
Total		8	13	11	7	0
Associate's Degree Programs						
Accounting	61	8	5	1		Pending
Business Administration	61	3	3	1	1	Pending
Businness Studies	61	7	2			Pending
Criminal Justice	61	2	1			Pending
University Studies	60			2	2	Pending
Total		20	11	4	3	0
Baccalaureate Degree Programs						
Accounting	121	49	52	46	46	Pending
Audio Engineering	120-121		29	62	75	Pending
Biochemistry	120	5	2	1		Pending
Biology	120	42	44	31	43	Pending
Business Administration	121	321	283	300	256	Pending
Business & Liberal Studies	120	19	18	6	3	Pending
Business & Professional Studies	121	7	7	18	37	Pending
Business & Technology	121	3				Pending
Chemistry	120	1				Pending
Communications Technology	120	210	132	81	41	Pending
Computer Information Systems	121	6	2			Pending
Conservation Law	121				3	Pending
Criminal Justice	121	190	36	115	143	Pending
Criminal Justice & Psychology	151	46	196	57	30	Pending

Data Analytics	121	5	4	2	1	Pending
Educational Studies	124	3	5	7	2	Pending
Elementary Education	121	52	50	58	72	Pending
English	120	9	6	5	10	Pending
Entertainment Production	120-128	11	10	4	2	Pending
Environmental Science	122	8	5	3		Pending
Exercise Science	122	54	61	67	61	Pending
Extended Reality	120			2	10	Pending
Financial Planning	121				1	Pending
Forensic Science	130	31	45	46	35	Pending
Graphic/Virtual Design	120		10	32	36	Pending
Health Sciences	121	61	45	51	35	Pending
Healthcare Administraton	120	28	50	45	50	Pending
Healthcare Studies	120	5	2	1		Pending
Hospitality & Tourism Management	121	27	30	24	26	Pending
Integrated Technology	121	30	30	35	42	Pending
Kinesiology	120	2				Pending
Legal Studies	120	40	36	37	38	Pending
Liberal Studies	120	9	3	4	3	Pending
Marketing	121				1	Pending
Marketing Communications	120				8	Pending
Mass Communications	120	90	70	69	65	Pending
Nursing	121	339	346	335	330	Pending
Paralegal	121	8	2	2	1	Pending
Physical Education	121	8	5			Pending
Pre-medicine	120				10	Pending
Psychology	121	112	134	146	152	Pending
Secondary Education	121	15	14	22	21	Pending
Software Development	121	5	1	1	1	Pending
Sport Management	121	75	70	62	67	Pending
Video/Film Production	120		26	40	57	Pending
Undeclared		139	127	81	62	Pending
	Total	2065	1,988	1,898	1,876	0

Baccaulareate to Master's Degree Programs

Accounting - MBA	151	58	46	31	35	Pending
Business Administration - MBA	151	58	67	70	56	Pending
Computer Information Systems - MBA	151	3	2	1	1	Pending
Criminal Justice - MS	151	53	24	60	50	Pending
Financial Planning - MBA	151				2	Pending
Healthcare Admin - MS/MBA	150	82	92	99	70	Pending
Healthcare Studies - MS/MBA	150	61	23	1		Pending
Hospitality Tourism Mgmt - MBA	151	16	13	15	13	Pending
Integrated Technology MS/MBA	151-152	8	7	3	5	Pending
Marketing Communication - MBA	150				1	Pending
Psychology - MS	150			3	22	Pending
Sport Management MBA	151	23	19	23	26	Pending
	Total	362	293	306	281	0

Baccaulareate to First Professional Degree Programs

Exercise Science - Doc Physical Therapy	209	162	178	196	181	Pending
Health Science - Doc Pharmacy	209	67	77	80	74	Pending
Kinesiology - Doc of Physical Therapy	209	30	1			Pending
	Total	259	256	276	255	0
Total Undergraduate		2,714	2,561	2,495	2,422	0

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
Headcount by GRADUATE Major

For Fall Term, as of Census Date	Number of credits*	3 Years Prior Fall 2019	2 Years Prior Fall 2020	1 Year Prior Fall 2021	Current Year Fall 2022	Next Year Forward (goal) Fall 2023
Graduate Certificates						
Business Analytics	15			2		Pending
Counter Terrorism & Security	12			1		Pending
Hospitality & Tourism Management	12				1	Pending
Human Resource Management	15			4	3	Pending
Innovation & Entrepreneurship	12			1	2	Pending
Leadership	12				1	Pending
Risk Management	12			1		Pending
Total		0	0	9	7	0
Master's Degree						
Business Administraton	36	281	237	200	153	Pending
Clinical Mental Health Counseling	63	49	38	46	51	Pending
Criminal Justice	36	8	7	5	7	Pending
Human Relations	39	9	6	5	2	Pending
Nursing	48-51	121	137	148	124	Pending
Occupational Therapy	98	61	57	52	47	Pending
Public Health	42		3	9	6	Pending
School Counseling	60	21	21	14	20	Pending
Total		550	506	479	410	0
Post Masters Certificate						
Counseling				2	11	Pending
Nursing	48-51	14	20	17	14	Pending
Total		14	20	19	25	0
First Professional Degree						
Pharmacy	145	121	86	63	48	Pending
Physical Therapy	116	88	90	69	72	Pending
Total		209	176	132	120	0
Total Graduate		773	702	639	562	0

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit

	3 Years Prior	2 Years Prior	1 Year Prior	As of 2022/FA	Next Year Forward (goal)
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Undergraduate					
Accounting	2,364	2,109	2,193	825	Pending
Army ROTC	84	93	76	17	Pending
Business And Management	12,651	12,093	11,513	4,980	Pending
Education	1,235	1,243	1,313	721	Pending
English	6,435	4,983	4,143	1,824	Pending
Healthcare Studies	1,677	1,776	1,662	558	Pending
Hospitality	825	702	603	249	Pending
Humanities	7,291	7,523	7,319	3,388	Pending
Independent Study/Study Abroad	185	27	37	15	Pending
Legal Studies	5,300	4,268	4,094	1,968	Pending
Liberal Studies	789	958	1,336	1,199	Pending
Mathematics	5,937	5,052	4,895	2,575	Pending
New England School of Communications	7,519	6,700	6,753	3,068	Pending
Nursing	4,707	5,392	5,548	2,199	Pending
Occupational Therapy	2,420	2,551	2,301	760	Pending
Pharmacy	1,845	1,461	1,194	513	Pending
Physical Therapy	1,153	1,387	1,319	559	Pending
Psychology	5,793	5,706	5,622	2,853	Pending
Sciences	10,926	10,488	10,672	4,962	Pending
Total	79,136	74,512	72,593	33,233	0

Graduate					
Business and Management	6,141	5,273	4,598	1,718	Pending
Counseling	1,236	1,236	1,341	583	Pending
Criminal Justice	201	267	222	84	Pending
Healthcare Studies		90	93	24	Pending
Nursing	2,530	3,144	2,897	936	Pending
Occupational Therapy	936	1,164	1,112	518	Pending
Pharmacy	3,338	2,579	1,895	1,110	Pending
Physical Therapy	3,395	2,595	2,627	701	Pending
Science and Humanities	158				Pending
Total	17,935	16,348	14,785	5,674	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	1,650	750	810	360	Pending
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions	510	630	510	270	Pending
URL of Information Literacy Reports:					

Please enter any explanatory notes in the box below

Standard 5 - Students

Introduction (5.1)

Over the past decade, as Husson has continued its transition from a college to a university, the community has altered its perspective regarding its students. As a college, Husson initially saw itself as an opportunity school for those who might be considered "diamonds in the rough." Today, the community sees itself as transforming student lives. The new marketing campaign of "Husson is How" demonstrates that attitude shift. While still holding true to its roots of providing an affordable education aimed at a career path and lifelong learning, Husson is engaged in diversifying its student body through recruitment and educational modalities. Husson has increased its support to all students and all modalities through enhanced services as seen in the Center for Student Success with an expanded footprint in the main academic building, and the Wellness Center housed in a newly constructed building centrally located on campus. The University is also working to foster a sense of belonging for all its students through its DEI initiative.

Husson University currently enrolls over 3,000 graduate and undergraduate students in face-to-face and online modalities. Husson's students come from many different socioeconomic, gender, age, geographic, and cultural backgrounds. In alignment with the mission, Husson helps transform student lives through education to prepare them for careers and to offer opportunities for social mobility.

Over the past decade, Husson has experienced significant growth in its physical footprint, including increased opportunities for student athletics and the ever-growing importance of online education. Husson was established to serve the needs of the broader community and has long served the needs of diverse communities in Maine, including first-generation students, and supporting many Pell-eligible students at higher rates than our competitors. As Husson has transitioned to a professional focus as a university, administration, and faculty continue to place our emphasis on transforming students' lives through experiential, equitable, and affordable education. Since 2013, Husson has added professional programs such as Pharmacy and Graduate Counseling, and these students have persisted and reported feeling deeply supported and a sense of belonging within the Husson community. While Pell eligible percentages have stayed the same, to meet the needs of all students in all programs, Husson has leveraged the ongoing priority of highly interactive student experiences, preparing students for perspectives that enhance not only didactic learning but emphasize soft skills necessary for the global workforce and supporting students' confidence and independence as learners and contributors to society. These significant commitments to student engagement inside and outside the classroom and emphasis on global learning are enhanced by Husson's emphasis on online learning. This broader reach has also brought with it opportunities to increase the diversity of our student demographics. Husson is located within a state with lower levels of racial/ethnic diversity, but high levels of cultural and socioeconomic diversity. The outreach from online learning across

state boundaries is undergirded by Husson's desire for equity in education by broadening the target population. This broadening may be out of state, but it may also be in reaching even more socioeconomically diverse or rural populations in Maine. Additionally, online education may make Husson education available to students who otherwise could not attend courses on the Bangor Campus, or at other institutions, thus providing opportunities and support for the type of social mobility for which Husson is known. In this way, Husson demonstrates that it is living its mission of inspiring and preparing students for professional careers in current and emerging fields.

Admissions (5.2-5.6)

Description

The current Vice President of Enrollment Management joined the University in June of 2021 and oversees both Admissions and Financial Aid. The undergraduate, graduate, and international admissions staff ensures that students admitted are within the scope of what is envisioned by the University's mission and purpose and engages admissions counselors within and outside of the State of Maine. They seek students interested in pursuing a value-added education leading to careers in the professions. Admissions and Financial Aid have a combined total of twenty professionals (Org chart HERE) to support future and current Husson students.

Student demographics

Husson has many unique populations as are seen in the following tables:

Degree-Seeking Student Census (Campus-Based / Online):

	2016/FA	2017/FA	2018/FA	2019/FA	2020/FA	2021/FA	2022/F
Male	1514 / 37	1440 / 63	1380 / 65	1359 / 85	1215 / 81	1061 / 139	1022 /
Fulltime	1253 / 7	1219 / 21	1199 / 21	1211 / 23	1029 / 19	958 / 41	956 /
Part-time	261 / 30	221 / 42	181 / 44	148 / 62	186 / 62	103 / 98	66 /
Female	1922 / 71	1877 / 135	1927 / 147	1902 / 148	1788 / 179	1544 / 390	1442 /
Fulltime	1505 / 10	1474 / 33	1575 / 50	1564 / 36	1424 / 64	1388 / 120	1301 /
Part-time	417 / 61	403 / 102	352 / 97	338 / 112	364 / 115	156 / 270	141 /
Total	3436 / 108	3317 / 198	3307 / 212	3261 / 233	3003 / 260	2605 / 529	2464 /

Husson University has had a six-year average enrollment of 3344 students per year. While there has been a slight decline in overall enrollment since the COVID-19 pandemic, the online population has increased from 108 in 2016 to 478 in 2022, an increase of 343%.

Degree-Seeking Pell Recipients Census:

	2016/FA	2017/FA	2018/FA	2019/FA	2020/FA	2021/FA	2022/FA
Male	435	483	468	479	386	330	319

Fulltime	413	459	456	461	373	321	308
Part-time	22	24	12	18	13	9	11
Female	593	594	673	631	567	564	503
Fulltime	546	546	630	602	546	543	483
Part-time	47	48	43	29	21	21	20
Total	1028	1077	1141	1110	953	894	822

Husson University has consistently supported students from lower socioeconomic backgrounds. Husson consistently has one of the highest percentages of Pell recipients among institutes of higher education in the State of Maine and has taken deliberate steps to enhance the Center for Student Success to help provided the necessary resources to support the unique needs of Husson's student body.

Degree-Seeking First-Generation Census:

	2016/FA	2017/FA	2018/FA	2019/FA	2020/FA	2021/FA	2022/FA
Male	198	242	233	237	225	206	243
Fulltime	196	237	232	232	214	196	234
Part-time	2	5	1	5	11	10	9
Female	309	322	332	342	342	352	381
Fulltime	304	315	322	327	313	322	366
Part-time	5	7	10	15	29	30	15
Total	507	564	565	579	567	558	624

Husson supports a significant population of students who are first-generation students. Given the aforementioned student population from lower socioeconomic backgrounds, Husson university has explored gaining a TRIO grant to expand on the current support structures in place. Husson University did apply for a TRIO Student Support Services grant in 2020 (with the assistance of McAllister and Quinn consultants) and narrowly missed the funding mark. Husson is currently preparing for the next TRIO application cycle.

Campus-Based Degree-Seeking Residence Status (Resident / Commuter)

	2016/FA	2017/FA	2018/FA	2019/FA	2020/FA	2021/FA	2022/FA
Male	538 / 976	542 / 898	554 / 826	527 / 832	432 / 783	463 / 598	514 / 508
Fulltime	535 / 718	541 / 678	552 / 647	526 / 685	430 / 599	458 / 500	512 / 444
Part-time	3 / 258	1 / 220	2 / 179	1 / 147	2 / 184	5 / 98	2 / 64
Female	532 / 1390	532 / 1345	603 / 1324	638 / 1264	533 / 1255	579 / 965	642 / 800
Fulltime	529 / 976	531 / 943	603 / 972	637 / 927	525 / 899	577 / 811	637 / 664
Part-time	3 / 414	1 / 402	0 / 352	1 / 337	8 / 356	2 / 154	5 / 136
Total	1070 / 2366	1074 / 2243	1157 / 2150	1165 / 2096	965 / 2038	1042 / 1563	1156 / 1308

Husson continues to be primarily a "Brick and Mortar" university. The on-campus residence is currently at 100% occupancy, and significant investments have been made in the physical resources for on-campus students in both living facilities, the Wellness Center found in the middle of the campus, renovations to dining facilities, and enhancements to recreational facilities. Please see Standard 7 for more information on enhancements to physical resources on campus.

Student-Athletes:

	AY2016-2017	AY2017-2018	AY2018-2019	AY2019-2020	AY2020-2021	AY2021-2022
Student Count	Male: 292 / Female: 244	Male: 317 / Female: 201	Male: 307 / Female: 223	Male: 324 / Female: 223	Male: 301 / Female: 195	Male: 316 / Female: 206
Total:	536	518	530	547	496	522

As will be discussed further in this chapter, student-athletes represent a significant percentage of the student body, and the athletic experience (for both athletes and fans) enhances the Husson experience, offering a focal point for identity formation and unity through common experiences, shared events, and celebrations of success.

Top 10 states for enrollment (Undergraduate and Graduate) from Fall 2021

	ME	MA	NH	CT	VT	NY	RI	FL	NJ	MD
Online	466	4	10	4	2	4	2	6	3	8
Campus-Based	1952	198	168	89	72	44	39	25	23	9
Total	2418	202	178	93	74	48	41	31	26	17

Husson continues to draw heavily from Maine in both modalities, which is expected due to the solid reputation Husson has earned within this state, and based on the relationships Husson has fostered with many Maine stakeholders including employers, secondary education partners, and community leaders. Husson continues to explore out-of-state markets to further diversify the student population and expand Husson's brand and educational opportunities into new areas.

Percent of all students by race/ethnicity:

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Nonresident Alien	3%	2%	2%	2%
Race / Ethnicity Unknown	3%	3%	3%	3%
Two or More Races	3%	3%	4%	3%
White	84%	83%	83%	84%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%
Hispanic	1%	1%	1%	1%
Black or African American	5%	5%	5%	5%
Asian	1%	1%	1%	2%
American Indian or Alaska Native	0%	0%	1%	1%

As seen in the data above, Husson supports many Maine students. This is significant as it reinforces the importance of Husson's mission in preparing students for employment, many of whom remain in Maine to work. 71% of the alumni between 2016 and 2018 were employed in Maine by one quarter after graduation per data provided by a partnership with the Maine Department of Labor (HERE). In the most recent alumni survey (delivered to the graduating cohort of 2021) 97% of respondents seeking employment or other educational opportunities have been successful in doing so.

Graduate students seeking advanced degrees in professional fields also represent an essential element of Husson's student profile with nearly 20% of the enrollment. Husson's graduate programs are accredited by outside bodies (see Standard 8) and are well aligned with the mission and profile of the Husson student body.

The Admissions office has worked to enhance equity in the admissions process. In 2020 and 2022, all personnel reviewing applications engaged in a norming exercise to ensure consistency of review of each application based on admissions requirements and expectations for specific academic programs.

With the shift away from an OPM (Learning House) to an in-house oversight of online programming, the University now has two different admissions sequences. For those who attend coursework on-campus, the University engages in its traditional practice of a cycle of spring admissions and preparing students for the transition over the summer and into the fall with various orientations followed by a one-credit course (Husson Experience) in the first fall. Online students are admitted by the same admissions criteria but are not enrolled until they have been vetted for additional requirements of access to technology, internet access, and financial means to ensure students are situated for success prior to incurring student debt. Online students may enter any of the six terms of admissions (two in the fall, two in the spring, and two in the

summer) due to the 7-week format of online offerings. Once the online admitted student is ready to enroll, they are registered for a 3-credit Husson Experience course that addresses specific matters for online learning success that would otherwise be covered by summer orientation programs for on-campus students when combined with the one-credit Husson experience course.

Husson University also deliberately fosters opportunities for new students through corporate partnerships. These partnerships come in many forms, including cohort delivery of programs at the employer's site or online, presentations in classrooms from employers on career opportunities and recruiting of students for jobs, presentations from employers on real-life problems for students to assist in solving, and discounts for corporate partner employees. Examples of current partnerships include LL Bean, Bangor Savings Bank, Jackson Laboratory, and Maine Employers' Mutual Insurance Company (MEMIC).

Appraisal

Husson University has invested in the admissions process over the past five years in anticipation of the declining traditional-aged applicant pool within the primary market of Maine. Recognizing a strategic opportunity for growth in new markets, Husson's investments include both new personnel and technology. One such innovative technology, Slate, provides the admissions team with enhanced data that facilitates strategically timed student communications. Husson is committed to scaling resources to meet an increased volume of online students while also ensuring qualified and academically prepared candidates in all modalities.

Partially as a result of attention to marketing and recruitment plans, over the past decade, Husson has improved its retention rates. Retention data noted in Standard 8 reflect that Husson University is remaining diligent in assuring that students admitted into its programs succeed as evidenced by an increase in first to second-year retention from 65% in 2009 to 79% in 2022. This is especially noteworthy given Husson has remained committed to being a high value institute with lower cost tuition with high value degrees and career opportunities. This is seen in the 2018 publication from U.S. News & World recognizing Husson University is the least expensive private college in New England (HERE).

Student Services and Co-Curricular Experiences (5.7-5.20)

Description

Since the last self-study, Husson University has placed tremendous efforts into academic advising and academic support. Over the past five years, The Office of Academic Success and Intercultural Services (OASIS) has transitioned to the Center for Student Success (CSS), working to build relationships and provide direct services targeted to meet the individual needs of all Husson students. The department believes that every student entering the institution is worthy of support and has the potential of becoming a successful student and graduate. The CSS is working with the advising, faculty, and academic leadership groups to implement more

research supported retention strategies which support the 45% percent of students receiving Pell awards; Husson's peer group averages 34%.

The theoretical framework adopted by the CSS has provided the foundations for staff actions. The Dean for Student Success adheres to the Appreciative Advising model (HERE), a student-centered model of advising that provides strategies for students to optimize their success and achieve their goals. CSS has supported the Faculty Advising Committee in adopting the National Academic Advising Association (NACADA) pillars of academic advising (HERE) as a framework to engage in conversations about effective advising. As previously discussed, the majority of Husson students come from Maine, and students from Maine often come from smaller school districts with significant socioeconomic needs. Both appreciative advising strategies and the introductory Husson Experience course (HE 111) provides a framework for engagement and motivation in helping students transition to higher education.

During the 2021-2022 academic year, Student Life hosted multiple events (HERE) and (HERE) to advance social, recreational, educational, and cultural themes. Student Life also utilizes strategic planning to incorporate the eight dimensions of wellness (emotional, physical, occupational, social, spiritual, intellectual, environmental, and financial) into student interactions. During the pandemic, Student Life varied its execution of programs to safely host small groups, incorporate more outdoor events, and provide virtual opportunities for both on and off-campus interactions.

The newly constructed Wellness Center serves as a permanent location for its health services (as noted in Standard 7). This facility was intentionally designed at the center of campus, to both raise awareness among students of the support available to them and to reduce the stigma that can be associated with students with mental health diagnoses. Center staff work to holistically support our students and mitigate the physical and mental health challenges faced by an ever-growing number of college students.

The University is grateful for the collaboration of students in working through the challenges of COVID-19. Students demonstrated their appreciation for on-campus learning by responding to remote learning initiatives and complying with masking and vaccine mandates. Due to community-wide collaboration, the University kept nearly all students progressing to on-time graduation. As an example, during COVID-19 the School of Nursing was unable to access many clinical partnerships; however, by using our simulation labs, students were able to meet the required clinical hours to remain on track for graduation.

Financial Aid has significantly evolved over the past ten years. In 2016, the Financial Aid office moved away from a caseload model (where one counselor was responsible for everything related to a student, including counseling, verification, and packaging) to a model where a specialist for each area is identified. This allowed for expertise in that area and increased customer service. This model reduced annual audit findings and increased timely service to students and their

families by cross-training staff members to provide backup and support for each area and automate many processes, allowing more time for counseling.

This increased time for financial aid counseling has been seen in face-to-face, Zoom, and telephone consultations. Many of these discussions focus on student loans and payment plans. Husson has started more intrusive financial aid counseling for all students and families, prioritizing those who request to borrow up to the cost of attendance to educate them on interest rates, loan repayment, and debt. Early in the student life cycle, Husson's financial aid staff present at Accepted Student Days, New Student Orientation, and in the Husson Experience classes for all first-year students. Similarly, conversations with seniors regarding student loan repayment options have been implemented and will be expanded in the spring of 2023.

While Husson has always promoted its affordability, financial aid packaging at Husson has evolved immensely over the past decade. Husson University took the lead in the State of Maine in introducing the SALT financial literacy program (created by American Student Assistance [ASA] and provided as a partnership with the Finance Authority of Maine) and integrated the information into HE 111, the first-year student experience. For the fall of 2018 with the assistance of EAB, Husson has implemented a financial aid leveraging strategy where a percentage of a student's need is covered by grants and scholarships, based on the level of merit awarded at the time of admission. The percentage of grant aid runs from 47% - 66%, which ranges from $6,000 - $22,500. While this strategy has increased our discount rate, this commitment has allowed Husson to support students equitably and fairly, leading to increased retention and graduation rates. The average aid package for a first-year student in the 2021-22 academic year was $19,419. Husson's institutional aid budget has increased from $8.6 million in FY15 to $18.7 million in FY22.

As of Fall 2022, Husson has changed the aid structure for the term-based online student population to a Borrower-Based Academic Year (BBAY), allowing students to receive a disbursement each term they are enrolled. Husson's current academic year definition under BBAY is 42 weeks, so once students reach 42 weeks of instructional time and complete 24 credits, they will move on to their next academic year. This keeps students on track to graduate within five academic years. This BBAY model allows students to stop out a term as necessary and move their aid eligibility to a later term without being penalized.

COVID-19

The COVID-19 pandemic impacted Husson in March 2020, and like most schools, Husson utilized remote instruction for most coursework during the final seven weeks of the spring term. Husson continued to serve the programs with experiential components in a face-to-face format with reduced class size, social distancing and scheduled disinfecting.

In the 2020-2021 academic year, all Husson University face-to-face students and faculty returned to campus with reduced class sizes, decreased residence hall occupancy, the removal of fall and spring vacation time to minimize disease transmission opportunities, and required student COVID-19 testing. These measures were successful as Husson had only one week of campus closure due to related COVID-19 conditions during the 2020-2021 academic year. In the fall of 2021, with a COVID-19 vaccination requirement in place, students returned to campus with few restrictions beyond masking as appropriate based on the CDC recommendations.

Throughout the COVID-19 pandemic, the University maintained student services through careful planning, coordination, and reallocation of money and services. Dining reshaped its services through staggering dining hours, grab-and-go opportunities, and delivering meals directly to students. The library altered the check-in and check-out procedures to ensure adequate time for disinfection and utilized the web service to support contactless service. By using social distancing, masking, and strict disinfection protocols, the University maintained an on-campus presence throughout the pandemic for students in experiential learning disciplines. To further support face-to-face interactions during the pandemic, the University reduced class enrollment to provide for adequate social distancing, installed Plexiglass in service areas, and provided face-shielding to faculty members.

In these ways, Husson supported multiple preferred modalities of education (face-to-face and online) and timely progression toward gaining the intended skills and knowledge of each program and prioritizing on-time graduation.

Inclusion initiatives at Husson University provide a means by which students can experience a sense of belonging and can develop their authentic selves in appreciating that the Husson Community is intent on helping all students thrive. Often, traditional-aged students entering higher education are beginning to fully explore their multiple identities (e.g., race, ethnicity, sexual orientation, gender identity, national origin, religion, and politics). In this stage of development in understanding themselves in a broader context and in relation to others, Husson is striving to create inclusive environments in which all community members can express the fullness of their identities. In February of 2021, the University hired a Diversity, Equity, and Inclusion Officer. Those efforts originally resulted in the assessment of the climate, training initiatives, and policy-shaping initiatives (HERE). The DEI Officer and the Associate Dean of Student Life created the DEI programming committee to curate events of interest to the campus community. Various student organizational leaders, faculty, and staff serve on the committee to integrate DEI throughout the institution (HERE). In the Spring of 2022, the DEI Officer launched an Appreciative Inquiry Strategic Planning initiative to infuse a sense of belonging throughout the University (HERE). The intended outcome would be inclusive and open environments for the civil discourse of expression and listening with an underpinning of cultural competence.

Husson has a robust offering of over 50 clubs and organizations on campus which are based on student interest and engagement (HERE). Student Government also plays a crucial part in the functioning of the University as members of the Student Government occupy seats on the Faculty Forum sub-committees such as the UAAC and General Education. Each year a small number of clubs will dissolve due to a lack of participation, and students quickly form new clubs that better match their evolving interests and passions. Within these clubs are students from every college and major across campus. 180 different students serve as student club officers, and 50 different employees serve as advisors. These club advisors are members of the faculty, Safety and Security, Student Life, Wellness Services, Dining, Student Accounts, and other departments across campus.

Husson University offers twenty-two varsity sports programs and is a member of the NCAA Division III, North Atlantic Conference (NAC), Commonwealth Coast Football Conference (CCC Football), Northeast Women's Golf Conference (NWGC), and New England Collegiate Conference (NECC). Varsity sports include Baseball, Women's Basketball, Men's Basketball, Women's Cross Country, Men's Cross Country, Men's Golf, Women's Golf, Field Hockey, Football, Women's Indoor Track & Field, Men's Indoor Track & Field, Women's Lacrosse, Men's Lacrosse, Men's Outdoor Track & Field, Women's Outdoor Track & Field, Women's Soccer, Men's Soccer, Softball, Men's Swimming & Diving, Women's Swimming & Diving, Women's Tennis, and Women's Volleyball. In the 2021-2022 academic year, 517 Husson student-athletes participated in athletic programs. Since 2013, Husson teams have made 40 national tournament appearances, won 49 conference championships (HERE) including back-to-back NAC conference championships in 2021 and 2022 for both the Husson softball and baseball teams. All students, regardless of participation on any official sports team, have access to the Swan Fitness Center, Webber Pool, and Newman Gymnasium. The University has had no major NCAA infractions in the entire ten-year review period.

At Husson, student-athletes are recognized as students first. Coaches are active in mentoring students on and off the field and will regularly make referrals to academic support services within CSS to ensure that students are academically successful. Student-athletes looking to study together or participate in group work with teammates are encouraged to use the Wadleigh Academic Center, a dedicated study location in the gym reserved for athletes to study.

Given the number of participants involved in student affairs, it is clear that Husson students are engaged across campus. These experiences provide experiential learning opportunities where students can take the lessons learned in the classroom and put them into practice. Examples include students learning to lead a meeting, delegate, balance a budget, handle conflict, and work as a team. Allowing the students to develop these skills, may help them to learn skills to successfully navigate their careers thus enhancing opportunities for future social mobility.

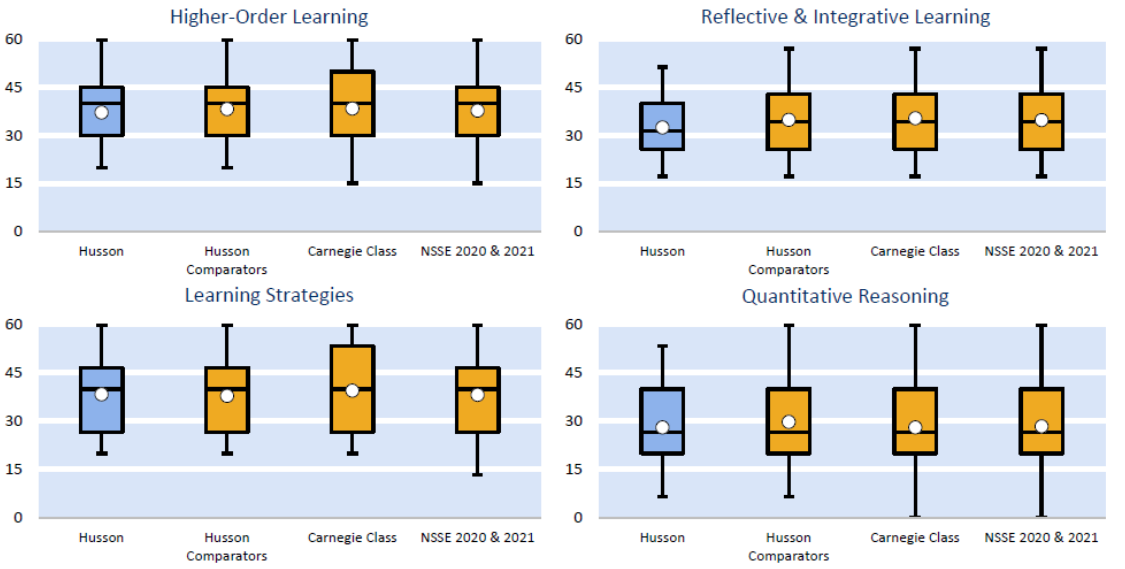
Appraisal

Husson University has been highly effective in academic support efforts. However, even with extensive community collaboration and the successful maintenance of an on-campus environment, the impact of COVID-19 on the student body is palpable. Those coming from high school for the fall 2020 and 2021 semesters did not have the typical social interactions from their last year in secondary school to build upon in the first year of higher education. Though not independently verified through research or assessment, as reported by students participating on the Standard 5 Committees, these students did not have the same capacity to build the social bonds that form a foundation for the four years of higher education. Employees in the Office of Student Life reported that these students also exhibited a lack of resiliency. All these factors required additional efforts and consideration from faculty and staff who were themselves stressed in working through the COVID-19 challenges.

An indirect measure of the transition in the student body rests with student government. While the student senate has 30 openings for students, about 10 students serve in a representative capacity. Students have a full array of activities, clubs, and organizations, yet participation at events is currently lower than desired. Husson students often must balance work, family, and academics making it more difficult to engage in extracurricular activities, but the 2021 data indicates that the Husson students do continue to engage in high-impact practices associated with retention and learning. Recently, 70% of seniors responding to the NSSE survey reported engagement in two or more high-impact practices (such as completing an internship or doing research with faculty) and 80% of first-year students reported they planned to complete an internship before graduation. While it is likely that these are shared experiences similar to other institutions of higher education, Husson continues to explore additional ways to increase student engagement with the campus community.

Indirect assessment of student engagement is available through the National Survey of Student Engagement. The University implemented the NSSE Survey in 2005 and delivered this assessment most recently in 2015, 2018, and 2021. Though subject to a higher margin of error due to the relatively low response rate, Figure 5.X provides an overview of the broad engagement indicators for Husson's first-year students. Husson was not significantly different from the national or peer groupings in three of the four areas but was significantly lower in responses under *Reflective & Integrative Learning* (Husson mean: 32.5, comparators mean: 34.9, national mean 34.9). This information helps support the earlier observational data of lower levels of engagement and will be utilized by the academic and student life communities in the 2022-2023 academic year for planning improvements in this area. It may also be observed that the student body's socioeconomic background necessitates that Husson students work at higher rates than peer institutions with students of different socioeconomic backgrounds.

Figure 5.1: 2021 NSSE Engagement Indicators for First-Year Students at Husson



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

In the Spring of 2021, the Director of DEI conducted a survey to assess the campus climate. The information revealed a need for more opportunities for education and engagement around DEI. As such, the DEI Officer has provided training and support to multiple campus initiatives and has developed an online DEI certificate that is predicated on a three-course sequence. This program was implemented in the fall of 2022. The current Appreciative Inquiry efforts underway will provide the framework for a systemic approach to infusing inclusivity through the University. At this juncture, the sense is that greater efforts at inclusivity would foster greater equality on campus.

Projections

- In the Spring of 2023, the President of the Student Government will work with the University administration to consider the use of Restorative Practices in fostering community engagement skills among students. NSSE data will be used as an underpinning for assessing the progress in using Restorative Practices.
- Starting in the fall of 2023, The Dean of Student Success and the Director of IR will engage in a comprehensive Student Retention study to improve student retention and graduation across all colleges and departments. The study will aim to engage those working most closely with specific student populations to develop meaningful targets and to adopt research-based practices to improve the student experience. Husson's target is to improve student retention for first-time, full-time students to 80%.
- In January of 2024, the Director of Institutional Research will assemble a team to determine the rotation and nature of assessments for Student Life. Examples of surveys that need to be in the rotation include the NSSE survey, the University survey for DEI and sexual assault prevention, as well as a survey to enhance the relationship between

Safety and Security and the campus to support a culturally competent community. Other surveys, such as those from dining, wellness, and student activities, will also be scheduled on a cyclical and systematic basis. Consolidating these surveys may improve sampling results and reduce survey fatigue.

Standard 5.1 Students

(Admissions, Fall Term)

This form is being completed for all Credit Seeking Students-including Dually Enrolled High School and Non-Degree Students

	3 Years Prior (FY 2019/20)	2 Years Prior (FY 2020/21)	1 Year Prior (FY 2021/22)	Current Year (FY 2022/23)	Goal (specify year) (FY 2023/24)
Freshmen - Undergraduate					
Completed Applications	2,683	2,432	2,556	2,535	Pending
Applications Accepted	2,293	2,079	2,224	2,359	Pending
Applicants Enrolled	737	658	666	625	Pending
% Accepted of Applied	85.5%	85.5%	87.0%	93.1%	Pending
% Enrolled of Accepted	32.1%	31.6%	29.9%	26.5%	Pending
Percent Change Year over Year					
Completed Applications	na	-9.4%	5.1%	-0.8%	Pending
Applications Accepted	na	-9.3%	7.0%	6.1%	Pending
Applicants Enrolled	na	-10.7%	1.2%	-6.2%	Pending
Average of statistical indicator of aptitude of enrollees:					
Combined SAT (Math Writing)	1050	1061	1066	1109	Pending
Transfers - Undergraduate					
Completed Applications	321	257	202	229	Pending
Applications Accepted	191	155	135	131	Pending
Applications Enrolled	118	102	79	69	Pending
% Accepted of Applied	59.5%	60.3%	66.8%	57.2%	Pending
% Enrolled of Accepted	61.8%	65.8%	58.5%	52.7%	Pending
Master's Degree					
Completed Applications	705	618	532	103	Pending
Applications Accepted	338	274	208	78	Pending
Applications Enrolled	220	170	157	47	Pending
% Accepted of Applied	47.9%	44.3%	39.1%	75.7%	Pending
% Enrolled of Accepted	65.1%	62.0%	75.5%	60.3%	Pending
First Professional Degree					
Completed Applications	891	747	666	156	Pending
Applications Accepted	385	306	229	34	Pending
Applications Enrolled	244	192	174	24	Pending
% Accepted of Applied	43.2%	41.0%	34.4%	21.8%	Pending
% Enrolled of Accepted	63.4%	62.7%	76.0%	70.6%	Pending

Please enter any explanatory notes in the box below

Master's Degree and First Professional Degree application & enrollment values do not include current students moving from an udergraduate degree directly into these programs.

Standard 5: Students
(Enrollment, Fall Term)

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UNDERGRADUATE						
First Year	Full-Time Headcount	685	606	655	662	Pending
	Part-Time Headcount	31	26	37	42	Pending
	Total Headcount	716	632	692	704	Pending
	Total FTE (by credit hour)	681	613	662	655	Pending
Second Year	Full-Time Headcount	606	582	509	559	Pending
	Part-Time Headcount	37	26	23	13	Pending
	Total Headcount	643	608	532	572	Pending
	Total FTE (by credit hour)	606	579	499	541	Pending
Third Year	Full-Time Headcount	557	530	536	457	Pending
	Part-Time Headcount	48	46	49	32	Pending
	Total Headcount	605	576	585	489	Pending
	Total FTE (by credit hour)	565	534	564	461	Pending
Fourth Year	Full-Time Headcount	556	546	520	511	Pending
	Part-Time Headcount	124	113	93	83	Pending
	Total Headcount	680	659	613	594	Pending
	Total FTE (by credit hour)	594	585	543	526	Pending
Unclassified	Full-Time Headcount	2	3		1	Pending
	Part-Time Headcount	219	199	150	94	Pending
	Total Headcount	221	202	150	95	Pending
	Total FTE (by credit hour)	65	63	44	43	Pending
Total Undergraduate S	Full-Time Headcount	2,406	2,267	2,220	2,190	Pending
	Part-Time Headcount	459	410	352	264	Pending
	Total Headcount	2,865	2,677	2,572	2,454	Pending
	Total FTE (by credit hour)	2,512	2,374	2,312	2,227	Pending
	% Change FTE Undergraduate	na	-5.5%	-2.6%	-3.7%	Pending
GRADUATE						
	Full-Time Headcount	430	272	287	368	Pending
	Part-Time Headcount	433	527	436	266	Pending
	Total Headcount	863	799	723	634	Pending
	Total FTE (by credit hour)	949	810	730	736	Pending
	% Change FTE Graduate	na	-14.6%	-9.9%	0.9%	Pending
GRAND TOTAL						
	Grand Total Headcount	3,728	3,476	3,295	3,088	Pending
	Grand Total FTE	3,460	3,183	3,042	2,963	Pending
	% Change Grand Total FTE	na	-8.0%	-4.4%	-2.6%	Pending

Please enter any explanatory notes in the box below

1) First, second, third and fourth years are degree-seeking students.
2) Unclassified students are dually enrolled high school and non-degree students.
3) Total Headcount Definitions:
   Full Time Undergraduates are student enrolled for 12 credit hours or more, except for Online students who must be enrolled in 4 credits or more during the 7-week T1 Online term (for 2022/FA-only) to be considered full-time.
   Online term T2 students (2022/FA-only) are not included in this calculation.
   Full Time Graduates are students enrolled for 9 credit hours or more, except for Online students who must be enrolled in 3 credits or more during the 7-week T1 Online term (for 2022/FA-only) to be considered full-time.
   MSOT students who must be enrolled in 15 credits or more to be considered full-time.
   Full time Doctoral Students are students enrolled for 15 credits or more.
4) Total FTE (by credit hour) Definitions:
   FTE calculations are based on the NECHE definitions of 15 credit hours for full-time undergraduate students and 9 credit hours for full time graduate students, except for Online students who must be enrolled in 8 undergraduate credits or more (5 graduate credits or more) during the 7 week T1 Online term (for 2022/FA-only) to be considered full-time.
   Online term T2 students (for 2022/FA-only) are not included in this calculation.

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)
This form is being completed for all Credit Seeking students

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

Husson University's Vision & Mission statements

	(FY 2017)	(FY 2018)	(FY 2019)
Three-year Cohort Default Rate	8.0%	4.9%	1.4%
Three-year Loan repayment rate (from College Scorecard)	25.3%	22.7%	29.0%

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY2019/20)	(FY2020/21)	(FY2021/22)	(FY2022/23)	(FY 2023-24)
Student Financial Aid					
Total Federal Aid	$34,748,981	$30,996,145	$28,695,984	$28,462,995	Pending
Grants	$5,862,148	$5,430,644	$4,969,187	$4,736,561	Pending
Loans	$28,534,555	$25,256,787	$23,021,217	$20,747,357	Pending
Work Study	$352,278	$308,714	$705,580	$2,979,077	Pending
Total State Aid	$1,241,853	$1,359,800	$1,995,579	$1,682,216	Pending
Total Institutional Aid					
Grants	$18,388,299	$18,741,388	$19,739,141	$20,238,133	Pending
Loans					
Total Private Aid	$7,411,541	$7,050,881	$7,328,525	$6,551,921	Pending
Grants	$2,460,338	$2,732,458	$2,871,530	$2,485,654	Pending
Loans	$4,951,203	$4,318,423	$4,456,995	$4,066,267	Pending
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	81%	83%			Pending
Graduates	77%	83%			Pending
First professional students					Pending
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$39,108	$38,172			Pending
Graduates	$76,294	$76,510			Pending
First professional students					
Average amount of debt for students leaving the institution without a degree					
Undergraduates					
Graduate Students					
First professional students					
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	N/A	N/A	N/A	N/A	N/A
English (reading, writing, communication skills)	N/A	N/A	N/A	N/A	N/A
Math	9%	3%	4%	8%	Pending
Other					

Please enter any explanatory notes in the box below

1) "Current Year" values are not able to be accurately calculated for these metrics until the fiscal year has ended.
2) Developmental course data is based on Fall Census student data only.

Standard 5: Students
(Student Diversity)

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

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility).

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
First Generation	862	720	
Male	982	795	
Female	865	755	
American Indian of Alaska Native	17	17	
Asian	60	35	
Black/African American	393	271	
Native American/Other Pacific Islander	5	5	
White	1,183	1,104	

Graduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	84	44	
Female	121	84	
American Indian of Alaska Native	1	0	
Asian	19	7	
Black/African American	18	6	
Native American/Other Pacific Islander	1	0	
White	138	102	

Degree-Seeking Undergraduate Enrollment Information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students					
Gender	2,178	164	2,342	2,260	
Male	912	66	978	934	
Female	1,266	98	1,364	1,299	
Pell Recipient (by Gender)	785	31	816	801	
Male	306	11	317	310	
Female	479	20	499	486	
First Generation (by Gender)	567	13	580	574	
Male	223	6	229	225	
Female	344	7	351	346	
Race / Ethnicity	2,189	170	2,359	2,274	
American Indian or Alaska Native	11	1	12	11	
Asian	21	1	22	21	
Black or African American	130	20	150	137	
Hispanic / Latino	22	1	23	22	
Multiracial	99	4	103	100	
Native Hawaiian or Other Pacific Islander	0	0	0	0	
Non-Resident Alien	17	3	20	18	
Race / Ethnicity Unknown	53	11	64	57	
White	1,836	129	1,965	1,879	

Degree-Seeking Graduate Enrollment Information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students					
Gender	361	239	600	481	
Male	130	44	174	152	
Female	231	195	426	329	
Pell Recipient (by Gender)	6	0	6	6	
Male	2	0	2	2	
Female	4	0	4	4	
First Generation (by Gender)	33	11	44	39	
Male	11	3	14	13	
Female	22	8	30	26	
Race / Ethnicity	367	258	625	496	
American Indian or Alaska Native	0	1	1	1	
Asian	10	4	14	12	
Black or African American	9	16	25	17	
Hispanic / Latino	7	1	8	8	
Multiracial	6	2	8	7	
Native Hawaiian or Other Pacific Islander	1	0	1	1	
Non-Resident Alien	5	4	9	7	
Race / Ethnicity Unknown	22	28	50	36	
White	307	202	509	408	

Please enter any explanatory notes in the box below

1) Total FTE Definitions:
Undergradute FTE = Number of Full-Time Students + 1/3 (Number of Part-Time Students)
Graduate FTE = Number of Full-Time Studnets + 1/2 (Number of Part-Time Students)

Standard 6 – Teaching, Learning, and Scholarship

Faculty and Academic Staff (6.1-6.14)

Description

In 2008, Husson transitioned from being a college to being a university to reflect the diversity of programming, including its first-professional doctoral degrees. Since that time, the University has continued to define what it means to be a university with a mission of inspiring and preparing students for the professions. This undertaking has engaged the faculty in all aspects of teaching, learning and scholarship, as evidenced by advancements within the General Education program and in publications, presentations, research, and advising.

Faculty roles and categories are clearly defined in the Faculty Handbook and subject to ongoing review by the Faculty Handbook Committee. The Faculty Handbook was reviewed by the Board of Trustees in the 2020-2021 academic year. Definitions and criteria for each category of faculty may be found in section 2.1 of the Faculty Handbook (HERE).

On an ongoing basis, deans and chairs hold meetings with faculty to review departmental assignments. The classroom workload of faculty is appropriately aligned to the teaching mission of the institution with consideration given to the expectations of the respective disciplines and the level of instruction whether graduate/undergraduate or face-to-face/online. This is exemplified in section 2.8.2 of the Faculty Handbook:

> *All full-time undergraduate faculty are generally obligated to twenty-four (24) credit hours per academic year. Full-time graduate faculty are generally obligated to eighteen (18) credit hours per academic year, of which at least 50% (9 credit hours per academic year) must be taught in graduate courses. A school may determine a full-time teaching load to be less than twenty-four (24) credit hours for undergraduate faculty or less than eighteen (18) credit hours for graduate faculty in specific situations, such as teaching a certain number of classes or labs which are each less than three credits hours.*

The expectations of faculty for scholarship and service are also addressed in the Faculty Handbook. These criteria are outlined in sections 2.5.2 and 2.5.3 and examples of each are provided in Appendix D (here). These guidelines are flexible to more fully support the different needs and expectations of each discipline, while still providing clear expectations for teaching, scholarship, and service for all faculty.

Section 2.6.2 of the Faculty Handbook relates the importance of academic freedom to the endeavors of faculty at Husson University.

> *Institutions of higher education exist for the free search for truth, and its free expression. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. Faculty members are entitled to full freedom in research and in publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution. Faculty members are entitled to freedom in the classroom in discussing their subject. Because the faculty members are citizens and members of a learned profession, when they speak or write as a citizen, they should be free from institutional censorship or discipline. However, their special position in the community imposes special obligation since the public may judge their profession and institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the University.*

The University has continued to enhance faculty numbers and qualifications through recruiting, with a continued focus on enhancing pedagogical practices and improving student learning. As seen in Table 6.1 of the data first forms, Husson faculty are well credentialed with a growing number of doctorally prepared full professors (increase from 8% in 2019/2020 to 12% in 2021/2022).

The University's policy regarding the hiring protocols for faculty members provides the guidelines for an open and orderly process for recruiting and appointing faculty (HERE). The policy includes faculty participation. This policy was updated by the Deans Council with input from Human Resources in March 2022.

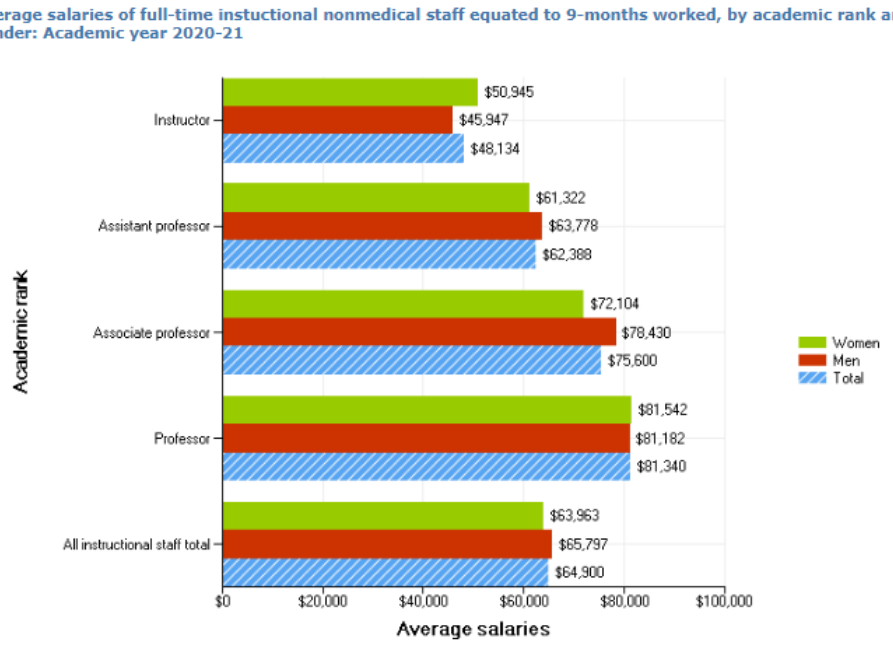
Recruiting efforts include advertising in the *Chronicle of Higher Education* and *Inside Higher Education* advertising in national publications in content-specific fields. Examples of this may be seen in a recent search for a chair for the Counselor Education program. In addition to national postings, Husson targets the profession-specific publication hiring process also included postings in CESNET-L and at the Association for Counselor Education and Supervision Conference. The conference provided an opportunity for interested candidates to interview with the Dean of CoSH and the Counseling Program Director at a recent conference.

As emphasized in Standard 1, bringing online programming in-house was a significant shift from having an online program manager (OPM). While operating with the OPM of The Learning House, purchased by Wiley Education Services, the University utilized its faculty and hired

adjuncts for the delivery of courses developed by full-time faculty. To enhance the achievement of learning outcomes and to promote a more uniform experience for online students, the Division of Online and Distance Education has redesigned available courses, sought the development of unique programming to attract students from beyond the borders of Maine, and dedicated exclusive faculty positions as well as joint positions. Additionally, this past year, Husson established two positions within the online division to support innovative course development and support and oversee the adjuncts. To respond to growth and the need to quickly expand class offerings, the Division of Online and Distance Education established a pool of qualified online instructors, providing small retainer fees with the guarantee of at least one course in a six-month period.

Salaries and benefits are also monitored to ensure the institution's continued ability to attract and retain qualified individuals. Figure 6.1 provides the breakdown of faculty salaries based on rank and gender as reported in the 2020-2021 IPEDS data. Husson also utilizes data from the College and University Professional Association for Human Resources (CUPA-HR) to ensure that faculty are compensated an appropriate amount for their area of expertise. As discussed in Standard 7, Husson has already enhanced specific salaries to ensure a competitive salary to peer institutions by content area and will continue to adjust. The Compensation Committee (Appendix B of the Faculty Handbook) also provides recommendations to the administration regarding wages and other benefits for faculty, evidenced, most recently, by the increase of $100 per year for adjunct compensation.

Figure 6.1: Breakdown of faculty salaries based on rank and gender as reported in the 2020-2021 IPEDS data



When faculty are recruited and assigned for instruction by their dean, a primary consideration is given to instructional workload as outlined in Section 2.8.2 of the Faculty Handbook. The principal faculty obligation noted in Section 2.6.1.3 is the responsibility of teaching; this obligation is consistent with the mission of the University of preparing students for professional careers within the context of the Sciences and Humanities. Teaching and developmental opportunities for improvement in pedagogy include a partnership with The Association of College and University Educators (ACUE) which has involved 83 Husson University faculty; 110 faculty enrollments in Courses Development seminars; and 48 faculty earning Quality Matters certification.

The Faculty Handbook describes the expectations of faculty. The contractual relationship with faculty is based on a multiyear contract system with the opportunity for faculty to apply for promotion based on years of service and attainment of certain expectations regarding teaching, scholarship, advising, and service. Each year faculty meet with their supervisor to devise a faculty development plan to continue the ongoing balance of workload and appropriate allocation of time toward teaching, scholarship and advising. Professional expectations and academic freedoms are advanced through the Faculty Handbook in section 2.6 entitled "The Faculty's Obligations, Rights, Academic Freedom and Code of Ethics."

In conjunction with the Faculty Forum Development committee, the Senior Vice President for Academic Affairs/Provost's office sponsor University Faculty Development Day(s) at the beginning and end of the academic year. These sessions often include various topics on teaching, scholarship, services, and advising by internal and external guest speakers. Examples of University sponsored development include: "Harnessing the science of learning and transforming teaching" by Pooja K. Agarwal, Ph.D. on May 11, 2017; "Scholarship made easier: best practices for writing and publishing" by Linda Nilson, Ph.D. on August 23, 2017; "Advancing education through scholarships" keynote and workshop by Kristin Janke, Ph.D. on May 10, 2018; "Integrating Learning, Teaching, and Assessment: Fostering Deep and Flexible Learning" by Peter Doolittle, Ph.D. on May 13, 2019; "Accessibility Services at Husson University" by Elizabeth Atkinson on August 22, 2019.

Consistent with its teaching mission while accounting for enhanced expectations of research and scholarship, Husson annually provides $20,000 for research funds and provides financial awards for faculty selected in the *Global Scholars* and *Research* categories as part of annual faculty recognition. These funds may be used to develop both creative areas of international collaboration and to provide faculty with a global viewpoint to share with their students. Husson has provided physical support for research through the 2000-square foot state-of-the-art research laboratory space at the Husson University Research and Education Center on Marshall Road (HERE) that supports Pharmacy, PT, OT, Counseling, science, and Nursing research and simulation. The University provides resources for research as exemplified by support for nanoparticle bench research that has been funded by the National Institute of Health (NIH).

Appraisal

While Husson University's mission of preparing students for emerging careers emphasizes teaching, specialized accreditations, such as CAPTE and ACPE, contain separate expectations of scholarship for those program faculty. Even within the construct of being a teaching institution, there are ongoing discussions of what constitutes the scholarship of teaching as contrasted with the scholarship of practice. Additionally, the health professions require consideration of clinical expectations in relation to scholarship. Husson provides the resources and support for faculty to be successful when considering promotions and multiyear contracts.

Husson has been fostering scholarship expectations around Boyer's model since an initial task force was initiated in 2003. The Office of the Provost distributed Boyer's Scholarship Reconsidered to all faculty and facilitated conversations in the academic areas. This information helped broaden consideration of what constitutes scholarship and allowed for the individual schools to develop scholarship expectations appropriate for their disciplines (HERE). As an example, given that scholarly endeavors by NESCom faculty included audio and visual undertakings, the Handbook Committee amended Appendix D to include, "Creative or interpretive works including but not limited to the following: fine arts, performing arts, film, technology, photography, audio, video, and web and software development," under the category of Scholarship of Application. As an example, given that scholarly endeavors by NESCom faculty included audio and visual undertakings, the Handbook Committee amended Appendix D to include, "Creative or interpretive works including but not limited to the following: fine arts, performing arts, film, technology, photography, audio, video, and web and software development," under the category of Scholarship of Application. A listing of faculty's scholarly work may be found HERE.

When considering matters of promotion, the broader definitions of scholarship expectations can make it challenging for faculty members to determine whether the level of scholarship has been met. Within the Faculty Handbook, scholarship as an expectation is noted as a "Contribution to the discipline or field of study through refereed articles; textbooks or books; presentation at conferences; or other evidence" (2.1.2.2.2). The criteria for appointment to a professor, as well as the ongoing expectation for renewal of multiyear contract, adds the word "substantial" to the definition above. Through the application of Boyer's model, the University is giving credence to various forms of research in the scholarship of teaching, discovery, application, and integration. However, some faculty are concerned that scholarship expectations are difficult to balance with Husson's significant teaching load. What has changed is the need for scholarship and research to robustly support some of the programs that have been added over the years. Engagement of students in scholarship is a powerful teaching method, and many faculty are involving their students in research for this purpose.

One example of the connection between teaching and scholarship is the Faculty Noon Seminar Series where faculty members present their scholarship to the University community. Another

example of this connection between teaching and scholarship occurred in the Spring of 2020. At that time, the College of Health and Pharmacy held its annual Evening of Inter-professional Conversation. Given the circumstances of COVID-19, the University determined to hold the event via video conferencing. The simulated exercise involved the consideration of a discharge plan for a patient. Students were divided into 24 groups (6-8 people per group) with Husson students from Nursing, Occupational Therapy, Pharmacy, Physical Therapy, and University of Maine students from the Communication and Speech Disorders program. There was one faculty member per group serving as a facilitator and one student actor trained to play the part of the patient. The purpose of the study was to compare the student experience between in-person and video-conferencing discharge planning simulations.

This research study exemplifies the creative approach of Husson University and its community in identifying scholarship of teaching opportunities presented by COVID-19. Husson University faculty and staff were able to advance experiential learning and give credence to its remote educational undertakings.

Students who graduated in the spring of 2020, following the University's action to temporarily move all its courses online, remained overwhelmingly positive about their Husson experience. The percentages of the 2020 graduating class who rated their Husson experiences as good or excellent were higher than the 2019 graduating class for the "Quality of Their Interactions with Faculty" (92% compared to 84%); "How Well Their Major Prepared Them for Their Careers" (88% compared to 78%); and "The Quality of Student Support" (88% compared to 82%).

Another example of advancing scholarship is seen through the Office of Research and Scholarship (founded in 2012), which oversees the Annual Research and Scholarship Day, an annual event on campus since 2010. Presentations and posters come from many disciplines including Economics, Occupational Therapy, Physical Therapy, Biology, and Pharmacy, and include both student and faculty scholarship and presentations. This allows students to learn about research in other fields of interest from their peers and to engage in the multidisciplinary approach of scholarship. It also provides an opportunity for the community to hear national and international speakers who foster broad-based interest to provide further exposure to scholarship beyond the Husson faculty.

Teaching and Learning (6.15-6.20)

Description

The mission of inspiring and preparing students for professional careers reflects the University's commitment to the best pedagogical practices. There are many areas in which the University has shown support for quality instruction, including the development of online programming and the offering of Quality Matters training, and this support can be most readily seen in the partnership with the Association of College and University Educators (ACUE).

In August 2018, the University announced that it was one of 26 colleges across the country selected by the Council of Independent Colleges (CIC), in partnership with the ACUE, to join the national Consortium for Instructional Excellence and Career Guidance. The program was designed to help faculty from multiple disciplines enhance their instructional skills to be used to improve Husson students' motivation, learning, and persistence. Faculty members completing the program's requirements earned a nationally recognized Certificate in Effective College Instruction which is co-endorsed by ACUE and the American Council on Education (ACE). This training session and those at the other 25 colleges and universities were made possible by a $1.2 million grant from the Strada Education Network.

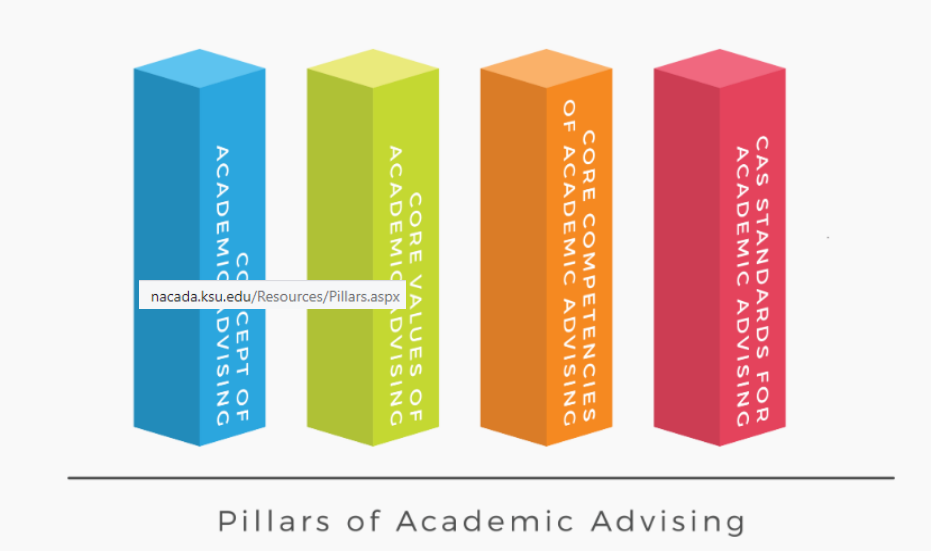
Aligned with the latest research in cognition and adult learning, ACUE's courses address over 200 evidence-based teaching practices, covering topics such as how to design an effective course; establish a productive learning environment; use active learning techniques; promote higher-order thinking, and utilize assessments to inform instruction and promote learning. One of the course modules, "Embedding Career Guidance," helped faculty members learn how to provide frequent, course-embedded information about specific careers and encourages faculty to embed authentic experiences related to the field of study into their didactic coursework.

The first Husson ACUE cohort in 2019 contained 47 faculty members, and 36 more completed a second cohort for a total of 83 Husson faculty receiving ACUE training. Husson set four goals for the ACUE program, 1: Faculty members skilled in better instructional and career guidance methods; 2: Creation of a cohort of highly accomplished teachers capable of modeling exemplary practices for their colleagues and students; 3: Improved student outcomes as measured by both quantitative and qualitative assessment practices currently in place; 4: Faculty with a higher level of satisfaction in the institutional commitment to their professional development. To further assist in the attainment of these goals, Husson provided supplementation to the ACUE program in the form of a campus-based facilitator to provide support for faculty members as they went through the program. With the support of the ACUE representative, the Senior Vice President of Academic Affairs and Provost and the facilitator conducted in-person meetings to help faculty work collaboratively to discuss applications of course materials to their professional practice, while the Husson campus-based facilitator also provided small group and individual support of the ACUE learning modules. The results of the Faculty Survey after the program demonstrated that the faculty were able to apply this information in a meaningful way and felt that student education benefited from their involvement in the ACUE program.

As a teaching institution and as part of communal engagement leading to the professions, the University continues to maintain faculty advising for degree programs. This support contrasts with centralized advising through the Center for Student Success for undeclared students. In the online modality, students have faculty as professional mentors, but the more transactional needs of advising are conducted by an online academic advisor. During the spring semester of 2022,

the Faculty Forum adopted new standards for advising based on the informational and relational expectations of the National Academic Advising Association (NACADA). In the fall of 2022, the keynote speaker was selected for Faculty Development Days to represent NACADA and present the content and application of these pillars of academic advising to the faculty (HERE).

Figure 6.1: NACADA Pillars of Academic Advising



The online learning program implemented a model for online instruction which pairs course design experts who specialize in online pedagogy with the content expertise of the University's faculty. The purpose of this approach is to combine the strengths of online pedagogy with the curriculum mapping and content expertise of the faculty, maximizing the experience for online students while also creating an effective means of assuring that students achieve the same learning outcomes regardless of the modality.

Additionally, the Division of Online and Distance Education presents a comprehensive model for advising to ensure increased access, support, and response time. These efforts create a "one-stop shop" for online students to handle transactional aspects of advising and increased access to additional resources. Online students also have faculty mentors to provide support in career exploration, content questions, and professional development. This is distinct from the on-campus programs where the faculty member, as part of their advising responsibilities, assists in registration and is responsible for the relational expectations as noted by NACADA.

Appraisal

The ACUE program was well received by the Husson faculty, and the majority of participants self-reported that this experience helped them establish stronger learning environments, develop strategies for student learning, promote learning at higher cognitive levels, and increase course

alignment. This is crucial as these factors contribute to knowledge and skill development and student retention.

Based on this feedback, the University has developed a similar faculty development program that all faculty will participate in within the first two years of their contract and will also include faculty mentoring. This faculty development and mentoring program will be initiated in the fall of 2023 with a $207,000 grant from the Davis Educational Foundation. For the 2022-2023 academic year, the Office of Assessment is offering two eight-week sessions with places for 10 faculty in each session. Faculty can participate in the eight-week program to develop a course that includes meaningful, measurable, and manageable outcomes, a course assessment map, demonstration of alignment of instruction to outcomes, and opportunities to embed active learning and varied modes of instruction to meet the needs of all learners, as well as opportunities to review the course in the LMS for ADA compliance.The University anticipates similar positive outcomes with its in-house programming.

Projection

As a teaching institution, the University aspires to utilize the best instructional practices in all modalities. The University also aspires to best practices in relation to advising as can be seen by the recent adoption of national standards. The growth efforts in online learning have provided a chance to reflect on pedagogical and advising practices. Additionally, the different modalities of advising could inform the University's ongoing consideration of faculty advising based on professional expertise and more centralized advising for the earlier years of study.

- In the fall of 2023, Husson will initiate the faculty development program recently funded by the Davis Education Foundation. The outcomes of this program will be closely monitored and reported to the Davis Education Foundation.
- In the Fall Semester of 2026, the Advising Committee of the Faculty Forum will examine the extent to which the new standards on advising have been implemented into faculty evaluations. They will also devise an instrument that will help assess overall advising in both online and on-campus settings. This will lead to recommendations relating to measurable outcomes and considerations of training and other resources that may be needed to achieve NACADA standards.
- In the Spring of 2023, the Senior Vice President for Academic Affairs and Provost will convene a committee of faculty members with representatives from each of the colleges. Their charge is to review the school's scholarship expectations to provide the handbook committee with expanded language recommendations for scholarship criteria. Additionally, the Deans Council will formulate a revised adjunct evaluation policy that

will incorporate greater consistency in training, support, and evaluation of adjunct faculty in both face-to-face and online modalities.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2019/20)	2 Years Prior (FY 2020/21)	1 Year Prior (FY 2021/22)	Current Year (FY 2022/23)
Number of Faculty by category				
Full-time	132	139	127	125
Part-time	3	3	1	1
Adjunct	254	232	255	208
Clinical				
Research				
Visiting				
Other; specify below:				
Total	389	374	383	334
Percentage of Courses taught by full-time faculty	56.0%	60.9%	63.5%	68.8%
Number of Faculty by rank, if applicable				
Professor	11	16	19	15
Associate	40	38	29	32
Assistant	52	53	53	54
Instructor	29	32	26	25
Other; specify below:				
Total	132	139	127	126
Number of Academic Staff by category				
Librarians	2	2	2	2
Advisors	7	9	12	14
Instructional Designers	3	5	5	5
Other; specify below:				
Assessment	3	3	3	3
Total	15	19	22	24

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

		3 Years Prior (FY 2019/20)	2 Years Prior (FY 2020/21)	1 Year Prior (FY 2021/22)	Current Year (FY 2022/23)
Highest Degree Earned: Doctorate					
Faculty	Professor	11	15	19	15
	Associate	36	34	27	30
	Assistant	35	36	28	41
	Instructor	5	3	2	5
	Other				
	Total	87	88	76	91
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*	Assessment	2	2	2	2
Highest Degree Earned: Master's					
Faculty	Professor				
	Associate	2	1	1	2
	Assistant	11	10	10	13
	Instructor	14	19	18	19
	Other				
	Total	27	30	29	34
Academic Staff	Librarians	2	2	2	2
	Advisors	7	8	9	11
	Inst. Designers	1	3	3	3
Other; specify*	Assessment	1	1	1	1
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant	1		1	
	Instructor			2	1
	Other				
	Total	1	0	3	1
Academic Staff	Librarians				
	Advisors	0	1	3	3
	Inst. Designers	2	3		
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2019/20)		2 Years Prior (FY 2020/21)		1 Year Prior (FY 2021/22)		Current Year (FY 2022/23)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor									
Associate				5		2			
Assistant						11			
Instructor				7		4			
No rank									
Other									
Total		0	0	12	0	17	0	0	0
Number of Faculty in Tenured Positions									
Professor									
Associate									
Assistant									
Instructor									
No rank									
Other									
Total		0	0	0	0	0	0	0	0
Number of Faculty Departing									
Professor						1			
Associate		1		6		7			
Assistant		3		4		3			
Instructor				3		4			
No rank									
Other									
Total		4	0	13	0	15	0	0	0
Number of Faculty Retiring									
Professor				1					
Associate									
Assistant		1		1		1			
Instructor				1		1			
No rank									
Other									
Total		1	0	3	0	2	0	0	0
Fall Teaching Load, in credit hours									
Professor	Maximum	24		24		24		24	
	Median	14		12		12		11	
Associate	Maximum	24		24		24		24	
	Median	15		15		14		15	
Assistant	Maximum	24	23	24	23	24	23	24	
	Median	14	6	14	6	17	11	14	
Instructor	Maximum	24		24		24		24	
	Median	11		13		13		14	
No rank	Maximum		23		23		23		23
	Median		5		6		6		6
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

There are 8 faculty as of 12/2022 that have moved to adjunct status.

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

		3 Years Prior (FY 2019/20)		2 Years Prior (FY 2020/21)		1 Year Prior (FY 2021/22)		Current Year (FY 2022/23)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Primary Subject Area									
Accounting	AC	3	6	4	5	4	4	4	4
Audio Engineering	AE			4	1	4	1	4	1
Business Administration	BA	15	48	16	36	14	38	14	26
Bridge	BR			4	0	8	0	7	0
Criminal Justice	CJ	4	10	4	6	6	5	6	6
Communications	CM	2	5	3	5	3	4	1	5
Counseling	CO	1	3	1	3	3	4	3	2
Communications Technology	CT	7	3						
Data Analytics	DA					0	1	1	0
Education	ED	3	5	3	4	4	3	4	3
English	EH	6	18	6	12	6	10	5	7
Entertainment Production	EP	1	2	1	1				
Fine Arts	FA	3	7	3	5	3	5	3	7
Forencic Science	FS	1	0	1	0	1	0	1	0
Graphic/Visual Design	GV			2	0	2	1	1	1
Hospitality	HA	1	2	2	1	2	2	2	2
Husson Experience	HE	12	3	6	4	10	4	18	5
Healthcare Studies	HS	1	4	2	3	2	4	2	4
Humanities	HU	1	3	1	2	0	2		
History	HY	0	5	0	5	1	4	1	6
Independent Studies	IS	3	0	2	0	3	0	3	0
Integrated Technology	IT	4	2	2	4	3	2	2	4
Language and Culture	LC	0	4	0	5	0	7	0	6
Mass Communications	MC	5	7	3	6	4	4	3	4
Mental Health	MH	0	2	0	2	0	3	0	3
Marketing Communication	MK							2	5
Military (ROTC)	ML	0	1						
Mathematics	MS	6	4	5	3	6	6	7	5
Nursing Clinical	NL	4	26	6	22	2	26	3	15
Nursing	NU	7	5	8	7	9	8	9	8
Occupational Therapy	OT	3	3	3	3	6	3	7	4
Philosophy	PH	2	1	2	3	2	4	2	3
Paralegal	PL	3	1	3	1	3	1	4	1
Pharmaceutical Science	PS	1	1						
Physical Therapy	PT	9	5	8	1	8	1	9	0
Psychology	PY	2	14	2	12	2	12	4	13
Pharmacy	RX	11	4	12	2	13	1	12	0
Science	SC	15	2	15	3	16	4	17	4
Science Lab	SL	8	2	10	1	10	1	13	0
Sport Management	SM	1	0	2	0	3	0	2	0
Sociology	SY	1	1	1	2	1	1	0	1
Video/Film	VF			3	0	4	2	4	2
Extended Reality	XR					1	0	1	0
Total		146	209	150	170	169	178	181	157

Please enter any explanatory notes in the box below

The faculty counts are duplicated because faculty members (ranked & non-ranked) can deliver instruction in more than one subject area. This count does not include staff members that may also deliver instruction outside of their normal job duties.

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)
(Fall 2022)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Male	62		62	Pending
Female	62	1	63	Pending
Asain	3		3	Pending
Two or More Races	1		1	Pending
Unknown Race	30	1	31	Pending
White	90		90	Pending
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Male	134	45	179	Pending
Female	133	13	146	Pending
Asian	1		1	Pending
Black or African American	3		3	Pending
Two or More Races	3		3	Pending
Unknown Race	23	10	33	Pending
White	237	48	285	Pending

Please enter any explanatory notes in the box below

Standard 7 – Financial Resources

The University has a long-standing history of being highly tuition driven; therefore, it prioritizes careful stewardship of its resources. The University's commitment to on-campus infrastructure and improvements, its in-house online learning initiative, and its ongoing efforts to enhance operational infrastructure provides a solid foundation for long-term adaptability and sustainability. These efforts have allowed the University to respond with alacrity to COVID-19 and have lain the foundations to sustain the University's core values and innovative initiatives as it prepares to deal with the declining demographic of traditional college-age students in New England. The ongoing modes of operating embodied by fiscally conservative stewardship, cross-departmental collaboration, and operational effectiveness will be the sustaining modalities for future success.

Human Resources (7.1-7.3)

Description

As seen in the 7.1 Human Resources data first sheet, Husson University continues to develop and expand its infrastructure to support the mission of preparing students for current and future careers. This data first form shows that over the past two years, Husson has increased both full-time and part-time instructional staff, full-time Student and Academic Affairs staff, and full-time support personnel. The overall workforce at Husson University has increased 11.1% over the past two years, including infrastructure growth during the COVID-19 pandemic. As evidenced in Data First sheet 7.1, not all areas have expanded their workforce; however, Husson has prioritized the needs of the University and has taken steps to ensure that the infrastructure in terms of human capital is sufficient to meet the mission of the University.

Husson University has sufficient human resources with which to meet its mission of preparing students for careers in emerging fields. The human resource office works with department managers to review and assess staffing levels by reviewing overtime reports and the ability to complete projects and tasks. Individuals in these departments understand the mission and purpose of the University and rely on collaborative efforts to maintain efficiency. That there are long-term employees in many of these departments is indicative of the unique balance achieved by Husson University in continuing to thrive in competitive market conditions. In 2022, Husson was able to celebrate the service of one employee who reached 30 years of service, 2 employees who reached 20 years of service, 12 who reached 15 years of service, four who reached 10 years of service, and 19 who reached five years of service, each sharing the commitment to the Husson community and Mission with their peers.

In September of 2015, Husson University hired a new HR Director (now Chief HR Officer) who completed an initial needs assessment of the entire Human Resources (HR) Division which informed the 2017-2020 Human Resources strategic plan (HERE). Another needs analysis and more strategic planning occurred in 2019 with updates in 2022 (HERE). A continuing thread was

the need to modernize and digitize HR policies and practices. Great strides have been taken toward meeting this charge, with the most significant contributions of the HR Department evidenced by the transition to the ADP online environment (an overview of the ADP system may be found HERE). This system allows for the consolidation of all payrolls, visualization of organizational hierarchy, employee time allocation and requests, disbursement of tax documents, and notifications of policy into a single system. Within ADP, employees have 24-hour access to HR policies and resources. Additional efforts at moving functionality online include the collaboration with Maine Employers Mutual Insurance Company (MIMC) to provide a consistent platform for employee training and development with ongoing needs, such as safety training, sexual harassment, and OSHA regulations. This system allows for the consolidation of all payrolls, visualization of organizational hierarchy, employee time allocation and requests, disbursement of tax documents, and notifications of policy into a single system. Within ADP, employees have 24-hour access to HR policies and resources. Additional efforts at moving functionality online include the collaboration with Maine Employers Mutual Insurance Company (MIMC) to provide a consistent platform for Employee training and development with ongoing needs, such as safety training, Sexual harassment, and OSHA regulations.

Additionally, LogicGate, an enhanced platform, provides a consistent platform for all the University policies and payroll changes, and tuition waivers. Similarly, NEOED (another HR software) was deployed in October of 2022 to track applicants for Husson Employment and facilitate new employee onboarding.

The Employment Handbook is developed by the Chief Human Resources Officer in collaboration with Student Life, Safety and Security, and the Senior Cabinet. Senior Cabinet approval is required for revisions to the Employee Handbook and policies. Policies that provide for the fair redress of grievances are reviewed by external legal counsel on an alternating-year basis unless there are changes in applicable legislation that require a more frequent review. The process of student grievance is found on the University website (HERE). Within the ADP portal, faculty can access the faculty handbook (HERE); faculty grievances are addressed in section 2.10. All employees are supported in reporting sexual misconduct in the annual publication of the Notice Concerning Sexual Harassment Policy as required by Title VII of the Civil Rights Act. Information is also posted on how to address grievances of all forms on the HR bulletin board posted in the public area near the HR offices.

All Title IX issues are supervised by the Title IX coordinator for the University followed by an appropriate process by HR or Student Life. Human resources provide training for all employee supervisors on the appropriate use of university policies and supervision techniques (HERE). These monthly trainings were developed through consultations with supervisors regarding what types of development they would like to receive and by assessing what human resources observed as needs. Topics include such things as wellness, financial planning, and communication styles. Quarterly leadership meetings were also instituted which provided a

framework for leadership to come together for strategic discussions, as well as developmental opportunities.

Another transition brought about by the HR Office is the implementation of an electronic annual process for the evaluation of all employees within the HRIS system. Faculty experience the annual review process as outlined by the Faculty Handbook. All other employees and their supervisors follow the process and evaluation steps as outlined in the Employee Handbook (HERE). This review ensures the ongoing verification of current job descriptions.

Finally, in alignment with the 2019 HR strategic plan under area 2.8 (Expanding opportunities to drive passion and engagement/commitment in the workforce, specifically in areas of "*identify and improve recruitment process to recruit top talent*") it became apparent to the Senior Cabinet that a goal of hiring a Director of Diversity, Equity, and Inclusion would be appropriate as it would help provide a more intentional effort to foster diversity beyond mere compliance with Equal Employment Opportunity standards, and would support the recruitment and retention of employees. This goal was achieved in February of 2021. The Director of Diversity, Equity and Inclusion is engaged in strategic planning to establish the context of the University. The University also ensures that position openings are posted nationally for exempt positions and regionally for non-exempt positions. This allows the university the potential to draw diverse candidates more broadly.

Appraisal

At Husson, 100% of employees have access to the ADP system for HR functions and have been able to engage in the streamlined evaluation process. All job descriptions are reviewed on an annual schedule by each employee and their supervisor.

Human Resources also conducts a comparative analysis against other institutions of higher education via the CUPA-HR Compensation Data, which provides salary information based on multiple criteria such as Institutional Classification, Affiliation, Enrollment, and Total Expenses as reported to IPEDS. Husson is monitoring the compensation of employees to ensure equitability to peer institutions. Human resources utilize CUPA-HR Compensation Data to develop an average annual salary for positions across campus and continuously assess Husson's positions against the data to ensure we are offering competitive wages. However, the University recognizes that in the current COVID-19 market, there have been significant increases. The University will continue to provide ongoing market and peer analysis and make adjustments to compensation as appropriate.

Financial Resources (7.4-7.20)

Description

The University has seen financial growth in the last ten years as a result of careful oversight and control of its limited financial resources. As discussed in Standard 2, the University has a

thorough and robust framework for financial planning and evaluation. Looking in detail at the fiscal operations, Husson's processes adhere to the following framework.

Financial Control Framework

The University policies (HERE) are the baseline guidance for daily operation and financial oversight. Control of procurement, travel, and documentation of approvals all operate under these policies. Any deviation from these written controls and sound business practices must have approval from the Senior Cabinet and, if necessary, the President.

The foundation that supports adherence to these policies and assurance of our financial resources in alignment to our strategic annual plan for operations is our budgeting process. Fee structures are typically approved at the winter board meeting; capital and operating budgets (FY 2023 example HERE) are approved by the Board of Trustees in the spring meeting. Husson's budget sets general anticipation for revenue and expenditures for the year. Broad-based institutional support is maintained through integrated budgeting practices. The finance office maintains a planning timeline throughout the year for key points in developing new plans or updating current plans and outlooks (forecasting). The finance office disburses a planning memo and templates to budget managers for their review and input of budgetary needs for the upcoming fiscal year with overall guidance from senior leadership on efforts to maintain a manageable level of costs on an annual basis. Recent investment in Vena software allows for more intuitive planning and better transparency in data with all stakeholders. There are multiple levels of review (Budget Managers, Deans, AVPs, and Directors and Senior Cabinet members) prior to submission to the Board of Trustees. The approved budget is distributed back to budget managers, and Cabinet and Sub-cabinet Members and subsequently monitored through monthly reports.

Budget managers and the Senior Cabinet engage in monthly reviews and oversight of results. The Finance Office provides regular updates to the Executive Committee and full reports to the Board of Trustees (see fiscal reporting pages 22-23 of the 4/24/22 - 4/25/22 Board Meeting Agenda Packet HERE). While monitoring the annual budget through fiscal reporting is integral to financial stability, the University also utilizes fiscal modeling of a three-year forecast (HERE) as projection and contingency planning. To fully support sustainability, the University consistently plans on a three-to-five-year basis. This includes a periodic profitability review of each major program conducted through the offices of Finance and the Senior Vice President for Academic Affairs/Provost. This thorough cross-functional analysis provides for multiyear planning to guide new academic programs and strategic initiatives. This fiscal forecast is developed in conjunction with the annual budget and provides reconciliation with overall fiscal strategies.

All these controls and processes culminate annually in the production of a series of audit reports including Husson's annual financial statement audit, (HERE) federal grants compliance audit

(HERE), and retirement plan audit (403b audit) (HERE). These reviews assure compliance with GAAP and other regulatory requirements of the University.

Financial Services Staff

In addition to the strong oversight, policies, and internal controls described above, Husson had a long-serving CFO for the last 13 years who recently retired in December of 2021. Upon completion of a national search, the University hired an individual who had served for over 11 years at Francis Marion University, a medium-sized public institution of higher education, in Florence, SC (See CV HERE). Currently, within the Finance and Business office, the University has two CPAs, one with an MBA, and two additional staff members who hold MBA degrees. Collectively the Finance and Business office staff have over 50 years of experience in higher education finance.

Advancement

One of the most significant factors behind Husson's asset growth over the last 10 years has been the University's advancement and alumni relations department. This team has grown over the past ten years and plays a significant part in the University's financial health. This evolution in the department was a critical strategic move as the University had never engaged in a comprehensive capital campaign, and the University's ambitions required additional resources.

In 2011, the consulting firm Bentz Whaley Flessner completed a Campaign Readiness and Feasibility study generating comprehensive plans that have only recently been implemented, due to challenges in staffing and technology. Husson's advancement and alumni relations department has upgraded from the Sage 50 software platform to Blackbaud's Raiser's Edge software. This new software is the leading advancement software and allowed Husson to develop and refine a well-developed procedure manual to improve reporting and constituent/gift management effectiveness. This significant improvement in the consistency and accuracy of data has allowed for better tracking of historical information. Additional software has further assisted growth. Two examples include Donor Centrics, which allows for the comparisons between Husson and similar institutions, and Fundriver, which helps provide an improved system for releasing and tracking restricted gifts and assists in collaboration with the Finance office. The enhanced technology has led to significantly improved analytics and reporting to all stakeholders, including donors.

The 2011 Campaign Readiness and Feasibility study also carried a recommendation for a $21 million comprehensive capital campaign. This goal was adopted by the Board of Trustees. Subsequently, due to early successes, the goal was raised to an aspirational $30 million, and a new College of Business building was added to the campaign goals.

In December 2019, Husson University completed this campaign raising a total of $37,988,400 in new commitments (cash, pledges, and future bequest intentions) from 5,746 donors. A

significant highlight of the campaign included raising $10.7 million in new commitments to endowment. The impact of this may be seen in the "Cash & Investments per student" line of NECHE Financial Screening. These commitments were predominately endowed through scholarships, but also included a planned gift to endow the first faculty chair in the College of Business. Husson also raised almost $19 million for capital projects with most of these funds allocated to the construction of Harold Alfond Hall—the new home of Husson's College of Business. This building provided key physical space needed to accommodate the growth of Maine's largest college of business as well as provide the updated technology needed for today's students. Due to the campaign, the building was constructed without incurring any new debt. Finally, a lead $1 million gift from an anonymous donor provided Husson the opportunity to launch the School of Technology and Innovation with a state-of-the-art extended reality program. In June of 2022, Husson received an additional $2.2 million from the Harold Alfond Foundation in program start-up funds to help the University market and accelerate the new technology program.

Husson's trend for the total number of donors has steadily increased in the last decade. In 2012, there were 1,438 total donors. In 2022, Husson received donations from 1,790 different donors, a 25% increase. Likewise, while varying greatly from year to year based on the timing of major gifts, our trends for attracting new gift commitments have steadily increased. In 2012, at the start of the capital campaign, Husson raised $2.3 million and since then has raised between $4.7 and $9.7 million per year. This trend of increasing participation can also be seen in the successful Giving Day program. The program encourages constituents to give to the area of campus that means the most to them. Husson engages faculty and students in planning, promoting, and participating in Giving Day, and each of the four years of the program has outpaced the previous year's success. For 2022, Husson received 1,471 gifts from 1,244 donors and raised a record $177,333. 160 employees and 311 students made donations on that day. Of the 420 alumni gifts, 130 came from alumni who graduated within the last 10 years.

Husson's advancement and alumni relations department works with university and community leadership to identify strategic needs that will appeal to the donor base. For example, Husson recently raised $588,000 in private philanthropy to support the $2 million renovation of all the undergraduate science labs, a critical need as Husson looks to expand the health science programs and further develop opportunities for those wishing to pursue careers and research in STEM fields.

The University has also received several grants to add resources to its financial portfolio and operational undertakings. Two grant awards come from the Maine Department of Education. The first, for $200,000, is for career mentoring which develops internship opportunities in the areas of STEM and seeks to keep students in the State of Maine for long-term employment. The second grant from the State of Maine is for 1.6 million dollars and provides for the creation of a

3-year accelerated BSN degree completion program. By the third year of the grant, this program is designed to have recruited an additional 75 students into the Nursing program. Through the MELMAC Educational Foundation, the University received a $50,000 grant to advance an Open Educational Resource initiative to reduce costs and promote inclusivity. The Davis Educational Foundation awarded Husson a grant for $207,000, the third grant from this foundation. This grant allows Husson to deliver ongoing faculty development in the areas of course design, pedagogy, and assessment. The Davis Foundation had previously supported Husson University initiatives related to student success and General Education revisions. Husson University has also received grants from the NIH, FDA, and USDA for research relating to the gut biome, drug delivery using cell-homing exosomes, and drug transfer into human milk. As noted in previous standards, the most significant grants have come from the Alfond Foundation which provided $4 million toward the College of Business Building and an additional $2.2 million to support the expansion of programming within Husson's School of Technology and Innovation. As part of this grant agenda, the University has also submitted competitive applications for TRIO, HRSA, and Title III to provide support for at-risk students and to improve retention. Husson anticipates continuing to compete for these grants.

Appraisal

Data from the past ten years, including the Data First forms for Standard 7 reveal that the University continues to rely on its conservative financial approach to preserve and enhance available resources in support of the mission. While the fiscal year 2022 resulted in a decline of net assets of $465,664, this is the first year within this NECHE review cycle that the University experienced an operating deficit. As can be seen per section 7.5 of the Data First forms, the University has over five months of available cash on hand and a current ratio of 1.68.

Despite the pandemic, the Board and administration have been diligent in investing in operations of the University that diversify resources, enhance endowment and investment funds, all while seeking operational efficiencies that strategically and fiscally make sense.

Husson has ensured fiscal stability through careful stewardship of resources and prepared for what is now before us with the continued pandemic and enrollment challenges. Since 2020, Husson has purposely expanded online learning opportunities to diversify our revenue, allowing the University to move beyond its historic recruiting regions. This modality development, coupled with trending and desired programs in E-Sports technology and various other innovative programs will continue to differentiate Husson as we seek to attract students to our campus and programs. Despite all the unforeseen financial circumstances and the fiscal opportunities brought on by the pandemic, proper planning and management of resources coupled with significant federal funding have poised the University to endure the population decline in Husson's primary market.

The results from the 2022 NECHE Financial Screening, seen in Figure 7.1, are highly informative yet do not account for the investments Husson has made in its academic programs, delivery of services, and substantial growth of financial and capital assets. As of 2022, the metric of cash and investments per student remains to be our sole red flag with a new warning associated with total resources to operations.

Screening metrics have worked well to support our notes of improvement in our single red flag related to the student-to-wealth ratio which our Advancement Team has worked over the last decade to improve coupled with frugal operational management. The data for 2020 and 2021 support the infusion of federal funds and our warning flags support the fact that enrollment declines in part largely due to the pandemic persist. All the while cash flow, liquidity, and low cash-to-debt ratio remain strong and agile as we adjust resources and operations to seek enrollment returns to pre-COVID levels.

Figure 7.1: 2022 NECHE Financial Screening Dashboard for Husson University

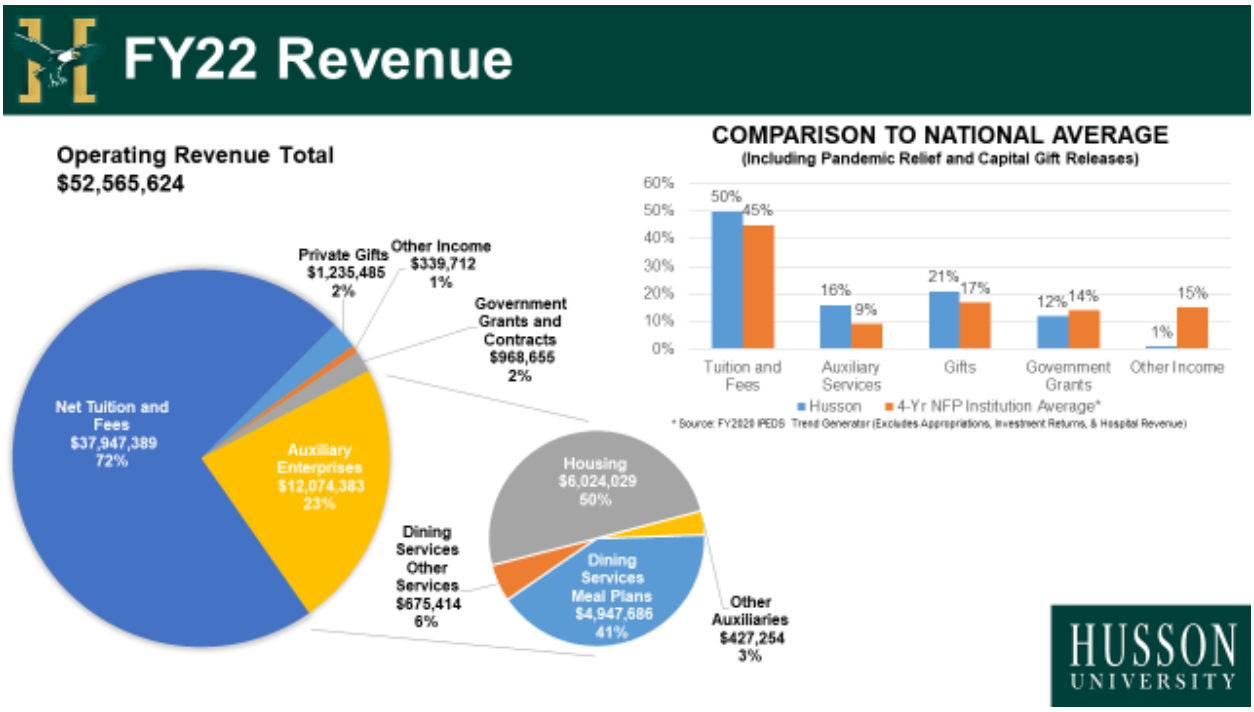
Husson University					2022
Market Revenue / Durability	**2018**	**2019**	**2020**	**2021**	**2022**
Market Index % (100 - Selectivity + Matriculation)	55	49	48	46	45
3Y % Change in Enrollment	6.7	2.1	-5.7	8.6	6.5
3Y % Change in Operating Revenue	5.3	6.0	4.4	8.0	5.9
3Y % Change in Net Tuition Revenue	5.2	3.5	-0.4	-7.8	-15.0
Cash Flow Sufficiency	**2018**	**2019**	**2020**	**2021**	**2022**
3Y % Average Free Cash Flow Margin	4.6	3.5	7.3	2.6	0.3
3Y % Av Operating Flow Margin Excluding Gifts	12.8	12.7	12.2	13.5	12.9
% of Revenue Received from Gifts	0.9	0.8	4.3	1.1	2.6
3Y Av Debt Service Coverage	2.31	2.29	2.23	2.15	2.39
Liquidity	**2018**	**2019**	**2020**	**2021**	**2022**
3Y % Change in Cash & Investments	27.8	30.7	40.6	61.2	46.3
Cash + Unres Endowment / Daily Operations	119.6	121.5	184.5	222.6	200.2
Wealth	**2018**	**2019**	**2020**	**2021**	**2022**
Cash & Investments to Debt	1.10	1.15	1.18	1.62	1.64
Cash & Investments per Student ($000s)	11.9	12.2	15.0	20.3	16.4
Total Resources to Operations	0.73	0.74	1.10	1.15	0.99
Total	**2018**	**2019**	**2020**	**2021**	**2022**
Red Flags	2	2	1	1	1
Warnings	1	2	3	2	3
Market Revenue / Durability					
Red Flags	0	0	0	0	0
Warnings	0	1	2	2	2
Cash Flow Sufficiency					
Red Flags	0	0	0	0	0
Warnings	0	0	0	0	0
Liquidity					
Red Flags	0	0	0	0	0
Warnings	1	1	0	0	0
Wealth					
Red Flags	2	2	1	1	1
Warnings	0	0	1	0	1

Market revenue and durability remain concerns for Husson. The University sees that the decline in available students entering the market has and will continue to press the University for additional scholarships and discounting, while inflation will necessitate fee structure increases for marginal gains. To expand opportunities for increased and diversified revenue, the Hospitality Manager has been working to increase the use of campus space from outside resources. These external rentals produced $92,272 in 2021 and $222,468 in 2022 YTD. In

addition to this, the University has grown housing and auxiliary revenue over the last decade with the investment in residence halls restroom renovations ($7.5M) and development of the Darling Learning Center Suites in 2012 ($12.1.M) and the townhouses in 2018 ($6.5M) and multiple dining venues.

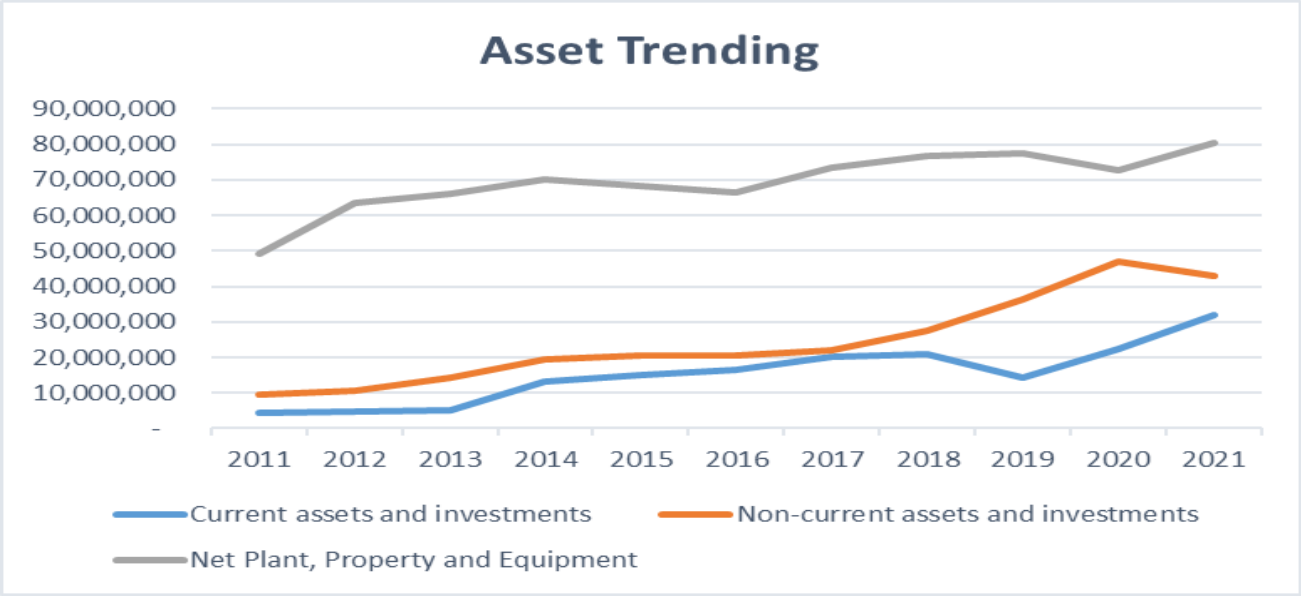
Figure 7.2 depicts the preliminary results of FY22 that were presented to the Board of Trustees on 7/17/22, reporting operating revenues of which net tuition and fees constitute 72% of our operating revenue. Though this shows our dependency on this revenue source, the University has diversified within this sector through the addition of undergraduate, graduate, and online programming, which reduces dependency upon a single sector. Additionally, it is important to note that while comparatively above the four-year not-for-profit average for tuition and fees, Husson trends well with its peers when looking at all revenues and the diversification of such, even as the University has contained tuition increases at or below industry averages.

Figure 7.2 Preliminary FY22 Revenue Report to BOT on 7/17/22



The University's major accomplishment over the last decade while not highlighted in the 2021 NECHE Financial Dashboard is visible within Figure 7.3, which depicts the University's 10-year asset trending/growth. Significant advancements in fundraising, capital asset, and facilities investment, as well as significant growth in cash and reserves, are evident in this figure.

Figure 7.3 10-Year Asset Trending



Current assets have seen a positive 604% change; non-current, a positive 353% change; and Plant, Property, and Equipment, a positive 63% change over the last 10 years. Moreover, the University has seen growth specifically in diverse areas as seen in Table 7.4:

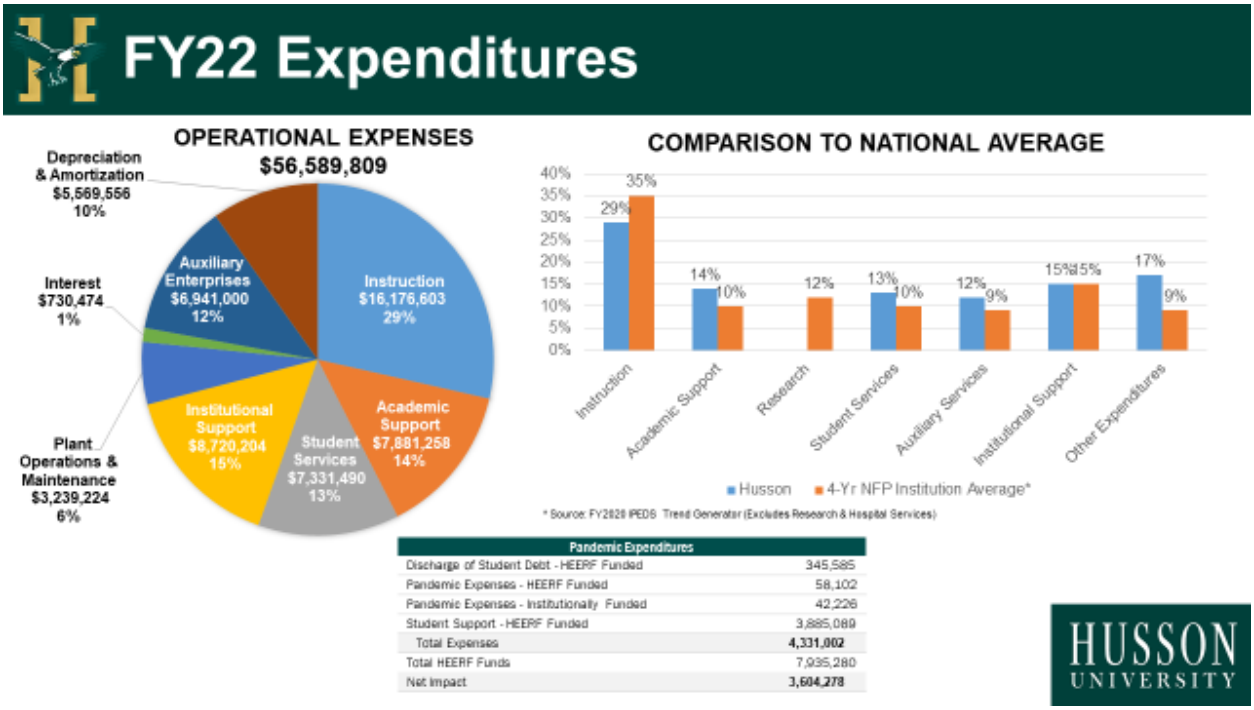
Table 7.4 Ten-Year Growth Highlights

	FY11	FY21
Cash	142,691	25,069,389
Board Designated Investments (Reserves)	2,555,172	7,789,120
Grants	320,720	3,446,759
Pledges	510,151	3,073,536
Long Term Investments	8,289,479	26,774,357

This growth is a direct result of sound financial management over the covered period. Much of this success will be seen as due in part to Advancement/Fundraising activities since the development of our Advancement Office in 2011.

In terms of the allocation of resources, Figure 7.5 highlights that 43% of total expenditures in FY22 were dedicated directly to academic support (14%) and instruction (29%). Looking again at national averages, peer institutions report instruction and academic support of approximately 45%. Additionally, it is worthwhile to note that Husson's student services constituted 13% while the peer national average held only 10%. An important note of Husson operations is that all auxiliary operations of housing and dining services remain in-house. Looking at Husson's annual spending on students, approximately 68% of annual costs are invested in the academic and student life experience of students (Instruction, Academic Support, Student Support, and Auxiliary Services), while nationally this is only 64%.

Figure 7.5: Planned Expenditures in FY22



Internal Financial Metrics for Success

Husson strives annually to reach financial goals and measures its sustainability by three factors: accessible cash (it is important to distinguish from cash-on-hand given Husson's use of sweep accounts and line of credit); the growth in the endowment fund; and the management of debt. Husson conducts an annual budget process with a goal of better than breakeven core income and strives to meet 2% of unrestricted revenue as a benchmark. Since the interim NECHE report in 2018, the University has closed three out of four years with an unrestricted operating income (all

exceeding half a million). Board reserves (largely the Stabilization fund) have grown from $7.7M in 2018 to $10.6 currently (June 2022). Additionally, Husson strives for days of cash on hand (unrestricted) equal to or greater than 180 days growth in the University's stabilization fund (Board Reserves), typically generated from the prior year's surplus. Compliance with debt covenants, most notably a debt service coverage ratio that at a minimum exceeds 1.35 with a goal of 2.5– 3.0.

Other Significant Events

As with the vast majority of higher educational institutions, COVID-19 presented serious financial challenges for Husson. It resulted in a cumulative actual and opportunity loss in FY20 – FY21 of more than $7M in student revenue based on loss of room and board, decreased enrollment, and increased cost of fulfilling COVID-19 protocols. Without federal aid, the University would have demonstrated an actual net income loss of less than -$2M in FY21 and broken even in FY20. However, in a clear demonstration of its commitment to the Husson community and as a reflection of its efficient operations, the University maintained all employees and staff and applied for and received a $5.9 million Payroll Protection Program (PPP) loan.

The University sought forgiveness of the PPP loan in 2021 and was initially denied forgiveness in December of 2021. As of this report (December 2022), the university is still appealing this decision. In an interim decision issued by the SBA's Administrative Law Judge (ALJ) in August 2022, the SBA was directed to forgive the University its loan; however, the SBA has petitioned for this decision's reversal. In addition to this, the University ended the fiscal year 2022 audit reporting with a loss of net assets of $465,665 which primarily resulted from a change in net assets from operations of $1.3 million -(unrestricted asset losses). The University has relied upon revenue from federal funding in the past two years to offset –loss presentation on the financial statements. Unfortunately, these revenues are no longer available to address our programs' structural deficit for the fiscal year 2022. While new student enrollments are noted to be over targets for fall 2023, the University projects that it will operate in a fiscal deficit for FY23 based on Husson's existing three-year forecast particularly due to the smaller cohorts enrolled during the pandemic. While the structural deficit will continue, the forgiveness decision of our PPP loan of $5,965,000 would benefit our financial future should the ALJ's initial decision be upheld.

Conclusion

Despite its strong reliance on tuition dollars, Husson has performed well, growing its assets substantially over the last decade. Looking forward, as we continue to rebound from the pandemic, the continued enrollment cliff, inflation, and worker shortages, Husson will for the next few years struggle to cover necessary increasing costs of operations, without fee increases or reliance on reserves to balance the budget. Husson continues to have one of the lowest net tuitions for a private institution in the state of Maine. The structural deficit as noted by the three-year projection will continue at least into the fiscal year 2024. As we invest in new programs, and online modalities to respond to the ever-changing demands of higher education, and

enrollments return to pre-COVID-19 levels, current forecasts show us emerging from our structural deficit in FY25. Looking forward, Husson has sufficient reserves to address the projected deficits, even as we recognize the realities of cost inflation and labor market wage demands.

The University's improved budgeting and forecasting since the last interim report and self-study demonstrate the necessary due diligence to affirm confidence in its ability to sustain its mission despite existing external circumstances. The engagement of the Board of Trustees; the President's commitment to transparency in communication to the campus via town halls, letters, and monthly updates at faculty forums; Husson's reporting to constituencies; and Husson's multilevel commitment to careful stewardship of resources, give credence to the University's commitment to its cause. Husson has installed all the tools necessary and amassed financial resources to properly pull through the many troubles that surround higher education at this time.

Information, Physical, and Technological Resources (7.21-7.26)

IT

Description

As seen in Data First Form 7.7 and alluded to in 7.6, Husson University has invested heavily in providing access to information through technology. This is seen in the achievement and maintenance of at least 10GPS on campus and 5GPS off-campus broadband accsess that has been achieved and maintained since 2019. The array of technology provided to faculty and students, and the upgrades to the campus internet infrastructure, will be outlined further in this section. Data First Form 7.7 clearly shows the consistent commitment Husson has shown to achieving and maintaining a sound digital footprint.

The Husson University IT Department operates within a scalable departmental structure to ensure IT human capital resources are staged to scale and support Husson's mission statement with future University growth. IT service delivery is executed within the ITIL (Information Technology Infrastructure Library) set of best practices including formal processes for incident, change, problem, and release management The workroom also provides policies concerning continuity and disaster recovery (HERE). Additionally, as noted in Standard 2, in 2017, the IT department developed a five-year IT Transformation Roadmap, as well as a comprehensive annual strategic plan with 15 Key Performance Indicators (KPIs) that includes initiatives that ensure that the University meets its compliance obligations. IT currently manages compliance obligations in its Compliance Automation Platform**.** IT played a crucial role in Husson's COVID-19 response in ensuring all faculty had the necessary software and hardware to deliver instruction in a temporary online format and by extending Wi-Fi access to Husson parking lots so students could access the internet from the safety of their cars should they not have sufficient access to the internet at home.

Husson University has policies and procedures in place to ensure the reliability of technology systems, the integrity of data, and privacy policies include the Acceptable Use, Email, Social Media, Risk & Compliance Training, Password, Incident Response, Technology Acquisition, and Privacy policies, all of which are available to the self-study team in its workroom (HERE). Husson has controls in place to monitor for illegal and/or inappropriate use of technology systems and resources. Controls include automatic blocking of access to inappropriate and/or malicious websites and assets and blocking the transmission of protected data such as social security numbers, banking information, and credit card information. Finally, IT utilizes a ticketing system and a strategic planning platform that allow for the evaluation of current needs and services and carries that information forward into the strategic and budgetary planning process.

IT also utilizes consultants to help identify and address current and future needs. This is evidenced by the 2018 work with CampusWorks which conducted interviews with stakeholder groups regarding campus readiness for a new ERP/SIS system (Husson utilizes CAMS, an SIS from Three Rivers Systems) and made recommendations for Enterprise replacement. While Husson ultimately decided not to retain this consultant in the ERP replacement process, the work conducted led to many new initiatives to strengthen the IT infrastructure, improve data governance, and prepare for an eventual ERP replacement. Specifically, due to this consultant interaction, IT re-implemented CAMS Administrative Group with monthly meetings and broadened membership to include all relevant stakeholders. Husson engaged another consultant, 3D Tech (CAMS SME) for an initial Optimization Assessment and an Extended Optimization Assessment. These initiatives yielded 70+ action items to remediate CAMS/ERP environment and workflows. Items were prioritized and the majority were remediated within 18 months, including four complex issues needing assistance from 3rd party vendors. IT also successfully implemented CAMS upgrade/patch cycle and cross-training for IT professionals to provide better support and functionality.

IT continued to utilize outside guidance for informing data governance. In 2019, Husson retained Berry Dunn, an accounting/consulting firm, to inform the continued data governance conversation and advised Husson to maintain a single cohesive group for data governance as opposed to a dispersed model. Berry Dunn has completed the first phase of its consulting efforts to examine the market and feasibility of replacing CAMS.

Appraisal

In 2021, IT processed its 50,000th help desk ticket with a six-year Customer Satisfaction rating of greater than 97%. In both 2020 & 2021, its year-end Customer Satisfaction rating was 99%. Additionally, IT completed 90% of the goals outlined in the FY 17-21 5-Year Transformation Road Map and met all KPI targets in FY 2021. Each year, IT controls are audited as part of our annual Financial Audit (Gramm-Leach-Bliley Act Compliance). In compliance with the Gramm-Leach-Bliley Act, external auditors have positively affirmed the efforts of IT. In 2021, Husson

also implemented a dual authentication system and is currently in the process of revamping its response to secured information sharing.

With respect to information infrastructure, the University's enterprise student information system (CAMS by Three Rivers Systems Inc.) has exceeded its operational lifespan and plans are underway for this system to be replaced. Husson has hired an outside consultant (Berry Dunn) to provide a recommendation to address the challenge of replacing this aging system. Currently, Husson is maintaining this system through a variety of upgrades and is managing the risk accordingly until the University is prepared (both financially and in data structure and organization) to transition to a new system. The appraisal and projection in Standard 3 reflect the University's insight about the impact of governance on moving this forward.

The Library

Description

As seen in Data First Form 7.6 (Information Resources) Husson maintains a physical library with two dedicated librarians and has prioritized providing access to scholarly material online through its website. This is in alignment with Husson's mission, as it allows students who may not be able to access the physical library to have greater access to scholarly material as they become academically and professionally prepared for their future careers.

The W. Tom and Bonnie Sawyer Library is a supportive discovery and learning environment and seeks to foster the learning and research endeavors of the Husson community with diverse, accessible resources as well as responsive and inclusive services and spaces. The library is located on the second floor of Peabody Hall, and it has approximately 100 seats and areas for both quiet and collaborative study, including four group study rooms. When classes are in session, the library is open daily for a total of 90 hours a week, including availability until midnight Sunday-Thursday. The library staff includes the full-time University Librarian, the full-time Resource Discovery and Access Librarian, and approximately 25 student assistants during the academic year (two in the summer). The University Librarian is responsible for library management and administration, user services, budgeting, and planning, as well as collection development. The Resource Discovery and Access Librarian is responsible for technical services, access, and discovery services, and educating in Library services and managing the student assistants. Student assistants staff the service desk in order to help, direct, and refer patrons. They also assist with interlibrary loans and other back-office tasks and projects.

In addition to onsite print books, journals, and media collections, the library provides access to databases, journals, eBooks, and other online resources through its portal (HERE). Off-campus access to all online resources for members of the Husson community is facilitated via a proxy authentication system. Online subject guides provide convenient and customized guidance on how to search and access library databases, books, journals, and other resources. "How-to" guides cover such topics as citing sources and accessing interlibrary loans.

Interlibrary loan services provide access to materials not owned or licensed by Husson University. Physical materials may be searched for and requested through the Minerva catalog as well as the larger, statewide MaineCat catalog. Through a statewide delivery system, requested items arrive at the library on Tuesdays and Thursdays every week. For journal articles and physical materials not available through Minerva/MaineCat, the library is a member of both DOCLINE and OCLC, two systems that connect libraries for resource sharing throughout the country and beyond. The typical turnaround time for journal article requests is two to three business days.

Librarians collaborate with the deans, chairs, and faculty on collection development to help ensure library resources meet the teaching and learning needs of both online and face-to-face programs (evidence of this may be seen in the recent Pharmacy Faculty Survey HERE). Usage statistics are gathered for existing resources, including online subscription usage, and are used in collaboration with departmental feedback to make renewal decisions and to inform additional needs. New resources are considered with decisions made based on factors such as uniqueness, accreditation requirements, University priorities, and cost.

Librarians provide point-of-need support and assistance with access and research to all members of the Husson community in person, as well as by phone, email, and Zoom. Librarians play a role in fostering students' development of information literacy skills through guides and video tutorials available on the library's website, and by collaborating with faculty to design and deliver library-related in-class instruction and embed instructional materials in Canvas.

Appraisal

The Sawyer Library, guided by the Association of College & Research Libraries' Standards for Libraries in Higher Education (HERE) and the University's vision, mission, and strategic initiatives, is continuously evolving to meet the teaching and learning needs of the Husson community.

The library's central location on campus, in the main academic building, makes it a destination for students who need individual, quiet study, as well as group study and workspaces. In response to these various needs, the library has made improvements to the physical facility, including dedicating a wing of the library to quiet study, adding four small group study rooms, and investing in a variety of new furnishings. Future plans include the partitioning of a wing to create a quiet study room to ensure this environment exists on campus for students who need it. Additionally, consideration is being given to better climate control within the facility.

Through strategic and collaborative collection development efforts, as well as prompt interlibrary loan services, the library is meeting the basic research needs of students and faculty at Husson University. Support for the teaching and learning needs of new and expanding programs, as well as faculty research endeavors, continues to receive the necessary support from the University with regard to library materials. In anticipation of growth in online programming, the Sawyer

library is considering a number of options to respond to evening and weekend research support needs. Options range from additional staffing to a 24/7 chat service. Future revenue and budgetary considerations will help refine the actual response.

Collaborative relationships with faculty are essential to the infusion of information literacy instruction into the curriculum. Foundational orientations and assignment-specific instruction is being offered (with new opportunities actively sought), and a series of research skills badges (HERE) (which may stand alone or be integrated into courses) were developed and launched in Fall 2022.

In spring 2022, the library launched an Appreciative Inquiry endeavor to gather ideas from students and faculty pertaining to this key question: *How can the Sawyer Library optimize its use by, and usefulness for, the Husson University community?* Through this community input process, strategic directions have been identified and prioritized, which will guide improvement efforts moving forward.

Physical Facilities

Description

Since the last self-study, Husson has enhanced its physical facilities in a fashion that addresses deferred maintenance paired with new construction. Over the past ten years, Husson has had substantial growth in physical facilities. As alluded to in Standard 2, strategic planning has guided this growth, and all work orders and auxiliary services are monitored very closely through the means of dash-boarding of Key Performance Indicators (including personnel and non-personnel costs, timeliness, consumer satisfaction, etc.) aligned to Husson University's strategic initiatives (HERE).

Campus Housing and Dining Upgrades

Three residence halls received $7.5 million in bathroom renovations such that individual units have replaced communal facilities. These individual bathrooms provided much-needed renovations and served to support gender identification preferences while enhancing student privacy.

In 2016, Husson University began construction on three townhouse-style residences to expand the housing options for upper-class students by 72 beds. This construction was completed in 2017 with a total value of $6.5 million and was necessary to support the growing demands of alternative-style housing for on-campus students.

In 2012, the dining commons were renovated to allow Husson University to serve more meals with an increase in hours through the use of multiple food stations. Renovations also allowed for the addition of "To Go" options. The flexibility of services derived from this renovation helped foster the student-centered approach of dining services at Husson such that COVID-19 challenges were met with residential hall delivery service efforts.

Athletic Upgrades

The Robert & Frances O'Keefe Softball Field added a press box with storage and two additional bleachers. This increased the capacity to nearly 300 and addressed accessibility. As a result, Husson has been able to host the NAC Softball Championship Tournament from 2008-14, and again in 2017 and 2018. The Boucher Field, home to Husson's men's & women's soccer and lacrosse programs was refitted with FieldTurf artificial surface in 2020 to better support student-athlete safety. This project represented an investment of nearly $800,000. The Winkin Sports Complex, home of the football, baseball, and field hockey teams, added a new press box in 2015 and installed new Field Turf in 2016 with investments to the drainage system, fencing, and scoreboards. In 2016 Husson opened the new Wight's Strength and Conditioning Facility in the Newman Athletic Facility, containing 2, 200 square feet of space for free weights, exercise machines, and other workout accessories.

Classroom, Academic Buildings, and Wellness Upgrades

In 2015, the Wadleigh Academic Center was constructed in the Newman Athletic Facility to further support student-athletes preparing for academic success. Alumni and community stakeholders helped fund this project.

The new Wellness Center was constructed in 2019 to both support the healthcare academic programs such as Nursing and Counseling, and to support the physical and mental wellbeing of students. This site also provides experiential opportunities for students within healthcare fields.

The opening of the College of Business Harold Alfond Hall in the fall of 2021 (HERE) also reflects the resiliency of Husson University in striving toward its mission. President Clark commented, "This new building has created important new synergies between our College of Business and the business community in our region. In addition to providing students with best-in-class business education, Harold Alfond Hall is now the place where community partnerships are developed that foster economic growth here in Maine." A press release in the digital workroom provides more background on Harold Alfond and his relationship with the Husson community (HERE). The Harold Alfond Hall makes the College of Business at Husson University the center of an innovative ecosystem and will bring new businesses and new ideas together in ways that will lead to job growth in Maine. Husson University's goal is to create a supportive community that makes Central Maine an attractive place to start a business, or for out-of-state organizations to move their business, which is in alignment with the University's mission as these partnerships will provide the opportunity to prepare students for current and future careers. Further evidence of this may be seen in the Distinguished Business Speaker Series hosted at Husson University (HERE) which provides educational opportunities for students, alumni and community members on the challenges facing businesses and related professions, and inspires those who will become our future business leaders.

Appraisal

Whether new or old, facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment. All of Husson's buildings are compliant with building safety codes and NFPA 101 (Life Safety Code). While the University is grandfathered under ADA for accessibility, Husson has welcomed the opportunity to upgrade to ADA standards with its renovations. For example, COVID-19 provided the opportunity for all access doors to be opened via touchless mechanisms. As noted above, the residential hall bathroom renovations transformed communal space into individualized facilities with dedicated handicapped units. An initiative is underway to ensure that environmentally friendly chemicals are used in chemistry labs and by custodial services.

Husson also received the Maine Realaste and Development Association (MEREDA) 2021 Notable Project award in 2021 for the construction of the Alfond Hall. The MEREDA group indicated "The building was constructed using a holistic approach to sustainable design and the new building meets or exceeds all International Energy Efficiency Certificate requirements and exceeds Environmental Protection Agency Energy Star Requirements by 15%" (HERE) thus highlighting the quality Husson has been able to construct this new building to accentuate the speed in which it was constructed.

The University has materially completed the Campus Master Plan of 2016 with only the student recreation center outstanding at this time. The Board of Trustees, at its Annual Retreat in July 2022, began discussing additional steps and project ideas in preliminary development of its next master plan. Donor readiness planning is to be considered for a capital campaign to support the recreational center as the University's next major project. Further, residence hall renovations, as well as expansion of the Townhouses, remain items of discussion as Husson continues to see high resident occupancies.

Projections

- The University recognizes that employees are its most important assets. Husson strives to provide a supportive environment and ongoing staffing levels that optimize the employment and learning environments for the community. It also recognizes that the strategy of maintaining the cost of human resources, while maintaining affordable tuition at a highly tuition-dependent institution, requires strategic analysis and planning for long-term sustainability. Accordingly, in the spring of 2024, the Chief Human Resource Officer will establish a committee to evaluate the staffing and compensation of identified peers. The data from CUPA-HR will inform the strategic planning of the University with the allocation of financial resources for long-term sustainability.
- To provide a stronger foundation for long-term sustainability that reduces tuition reliance, the University will continue to seek broader revenue diversification as potential opportunities present themselves. The University will continue to carefully monitor financial 3-year projections to seek to ensure program and process developments meet

goals, expenditure levels remain efficient and effective, and the University returns to strong profit margins. The opportunities to meet this projection will depend on many factors external to the University. Ongoing market performance is key, as well as the ability of the Advancement Office to further foster a culture of giving among alumni and friends of the University.

- To align the library's appreciative inquiry effort with the strategic undertakings of the University, in the fall of 2025, the University librarian will assemble a committee of stakeholders to examine to what extent the goals and objectives of the appreciative inquiry exercise have been achieved. It will also undertake consideration of the next steps in aligning the library with the strategic goals and objectives of the University as a whole, particularly the consideration of academic excellence.
- In order to address the institutional risk associated with its current CAMS Student Information System, during the 2023 spring semester, the University will establish a committee to develop a request for proposals and review enterprise system products to formulate recommendations for replacing the current CAMS system. This will be done in conjunction with establishing a new governance structure for technology resources at the University as noted in Standard 3 and is part of the strategic planning seen in Standard 2.

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

	3 Years Prior (FY 2019/20)			2 Years Prior (FY 2020/21)			1 Year Prior (FY 2021/22)			Current Year (as of 2022/FA) (FY 2022/23)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	132	226	358	139	293	432	127	378	505	127	208	335
Research Staff	1	3	4	2		2		2	2	1		1
Public Service Staff			0			0			0			0
Librarians	2	0	2	2		2	2		2	2		2
Library Technicians			0			0			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	19	0	19	23	0	23	31		31	34		34
Management Occupations	58	4	62	56	3	59	57	2	59	42		42
Business and Financial Operations	18	1	19	18	1	19	18	1	19	18		18
Computer, Engineering and Science	19	0	19	18	3	21	18	2	20	21	2	23
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	19	46	65	17	39	56	23	42	65	23	43	66
Healthcare Practitioners and Technical	6	3	9	7	3	10	9	2	11	8	2	10
Service Occupations	76	14	90	86	11	97	76	15	91	78	10	88
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	27	6	33	31	4	35	31	0	31	37		37
Natural Resources, Construction, Maintenance			0			0			0			0
Production, Transportation, Material Moving			0			0			0			0
Total	377	303	680	399	357	756	392	444	836	391	265	656

Please enter any explanatory notes in the box below

These data are those reported annually in the IPEDS Spring Collection Human Resources Survey. This data has not yet been reported to IPEDS for the current year as the data collection period occurs in the spring. The current year data is as of 2022/FA (11/30/22). The "as of 2022/FA" data only contains adjunct instructors that taught in 2022/SS and/or 2022/FA. Previous year values for part-time instructional staff include adjunct instructors that may not have taught for up to 1.5 years as they are not terminated out of our Human Resource Information System for that length of time.

Standard 7: Institutional Resources

(Statement of Financial Position/Statement of Net Assets)							
	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY2019)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Most Recent Year (FY2022)	Percent Change 2 yrs - 1 yr prior	Percent Change 1 yr - most recent
	ASSETS (in 000s)						
	Cash and Short Term Investments	$10,182,533	$17,741,144	$25,069,389	$21,846,545	41.3%	-12.9%
	Cash held by State Treasurer	$0	$0	$0	$0	-	-
	Deposits held by State Treasurer	$0	$0	$0	$0	-	-
	Accounts Receivable, Net	$1,856,812	$1,269,960	$4,560,384	$4,903,044	259.1%	7.5%
	Contributions Receivable, Net	$4,071,606	$5,526,145	$3,073,536	$2,534,171	-44.4%	-17.5%
	Inventory and Prepaid Expenses	$778,275	$706,870	$605,891	$816,004	-14.3%	34.7%
	Long-Term Investments	$20,829,397	$20,777,589	$26,774,357	$27,309,682	28.9%	2.0%
	Loans to Students	$47,079	$46,767	$21,635	$0	-53.7%	-100.0%
	Funds held under bond agreement	$0	$0	$0	$0	-	-
	Property, plants, and equipment, net	$77,501,037	$71,850,311	$80,293,012	$80,830,428	11.8%	0.7%
	Other Assets	$12,767,016	$24,406,041	$15,017,609	$11,581,432	-38.5%	-22.9%
	Total Assets	**$128,033,755**	**$142,324,827**	**$155,415,813**	**$149,821,306**	9.2%	-3.6%
	LIABILITIES (in 000s)						
	Accounts payable and accrued liabilities	$4,425,710	$4,605,420	$8,060,668	$6,514,957	75.0%	-19.2%
	Deferred revenue & refundable advances	$3,301,976	$2,229,653	$3,058,769	$3,505,740	37.2%	14.6%
	Due to state	$0	$0	$0	$0	-	-
	Due to affiliates	$0	$0	$0	$0	-	-
	Annuity and life income obligations	$427,787	$397,191	$364,889	$0	-8.1%	-100.0%
	Amounts held on behalf of others	$0	$0	$0	$0	-	-
	Long-term investments	$0	$0	$0	$0	-	-
	Refundable government advances	$0	$0	$0	$0	-	-
	Other long-term liabilities	$35,531,310	$43,761,862	$38,564,844	$34,899,629	-11.9%	-9.5%
	Total Liabilities	**$43,686,783**	**$50,994,126**	**$50,049,170**	**$44,920,326**	-1.9%	-10.2%
	NET ASSETS (in 000s)						
	Unrestricted net assets						
	Institutional	$56,520,160	$56,420,444	$63,254,579	$77,431,728	12.1%	22.4%
	Foundation					-	-
	Total	**$56,520,160**	**$56,420,444**	**$63,254,579**	**$77,431,728**	12.1%	22.4%
	Temporarily restricted net assets						
	Institutional - Temp	14,384,054	20,489,085	$26,166,027	$9,935,751	27.7%	-62.0%
	Foundation					-	-
	Total	**$14,384,054**	**$20,489,085**	**$26,166,027**	**$9,935,751**	27.7%	-62.0%
	Permanently restricted net assets						
	Institutional - Perm	13,442,758	14,421,172	15,946,037	17,533,502	10.6%	10.0%
	Foundation					-	-
	Total	**$13,442,758**	**$14,421,172**	**$15,946,037**	**$17,533,502**	10.6%	10.0%
	Total Net Assets	**$84,346,972**	**$91,330,701**	**$105,366,643**	**$104,900,980**	15.4%	-0.4%
	TOTAL LIABILITIES and NET ASSETS	**$128,033,755**	**$142,324,827**	**$155,415,813**	**$149,821,306**	9.2%	-3.6%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY2019)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Most Recent Year (FY2022)	Next Year Forward (FY2023)
OPERATING REVENUES (in 000s)					
Tuition and fees	$57,016,260	$59,284,183	$57,371,388	$57,032,518	Pending
Room and board	$10,771,444	$9,218,872	$9,438,060	$10,971,638	Pending
Less: Financial aid	-$16,637,078	-$18,725,139	-$19,726,313	-$22,697,503	Pending
Net student fees	$51,150,626	$49,777,916	$47,083,135	$45,306,653	Pending
Government grants and contracts	$806,228	$2,958,746	$8,831,484	$8,994,686	Pending
Private gifts, grants and contracts	$440,346	$2,491,958	$654,600	$1,236,139	Pending
Other auxiliary enterprises	$1,426,702	$1,280,942	$834,917	$969,109	Pending
Endowment income used in operations	$235,490	$243,347	$196,881	$55,032	Pending
Other revenue (specify):	$722,725	$565,591	$384,886	$459,003	Pending
Other revenue (Loss on Disposal of Asset):	$0	$0	-$191,843	$0	Pending
Net assets released from restrictions					
Total Operating Revenues	**$54,782,116**	**$57,318,500**	**$57,794,060**	**$57,020,622**	**$0**
OPERATING EXPENSES (in 000s)					
Instruction	$16,342,759	$16,130,948	$16,876,627	$16,354,564	Pending
Research	$0	$0	$0	$0	Pending
Public Service	$0	$0	$0	$0	Pending
Academic Support	$6,427,699	$6,090,643	$6,263,109	$8,347,167	Pending
Student Services	$7,118,079	$6,618,892	$6,086,213	$7,520,444	Pending
Institutional Support	$7,080,895	$7,346,865	$7,222,827	$8,485,900	Pending
Fundraising and alumni relations	$1,287,995	$1,252,809	$1,116,829	$1,105,345	Pending
Operation, maintenance of plant (if not allocated)	$3,343,348	$3,213,381	$3,030,462	$3,399,908	Pending
Scholarships and fellowships (cash refunded by public institution)	$0	$0	$0	$0	Pending
Auxiliary enterprises	$7,203,652	$6,811,849	$6,624,221	$7,059,627	Pending
Depreciation (if not allocated)	$5,710,666	$5,803,515	$5,841,624	$5,875,919	Pending
Other expenses (Interest):	$753,306	$776,769	$806,342	$763,626	Pending
Other expenses (specify):					
Total operating expenditures	**$55,268,399**	**$54,045,671**	**$53,868,254**	**$58,912,500**	**$0**
Change in net assets from operations	**-$486,283**	**$3,272,829**	**$3,925,806**	**-$1,891,878**	**$0**
NON OPERATING REVENUES (in 000s)					
State appropriations (net)					
Investment return	$1,979,086	$789,600	$6,508,666	-$4,451,217	Pending
Interest expense (public institutions)	$0				
Gifts, bequests and contributions not used in operations	$1,814,763	$5,081,580	$2,200,030	$3,876,401	Pending
Other (Change in Value of Split Interest Agreements):	$14,300	$14,800	$15,300	$15,900	Pending
Other (Change in Value of Interest Swap):	-$1,325,950	-$2,175,077	$1,386,140	$1,985,131	Pending
Other (Loss on Assets):	-$160,629				
Net non-operating revenues	**$2,321,570**	**$3,710,903**	**$10,110,136**	**$1,426,215**	**$0**
Income before other revenues, expenses, gains, or losses	**$1,835,287**	**$6,983,732**	**$14,035,942**	**-$465,664**	**$0**
Capital appropriations (public institutions)					
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	**$1,835,287**	**$6,983,732**	**$14,035,942**	**-$465,664**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY2019)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Most Recent Year (FY2022)	Next Year Forward (FY2023)
Long-term Debt					
Beginning balance	33,873,193.13	$34,343,211	$40,804,376	$37,027,314	Pending
Additions	27,792,384.64	26,310,633.72	12,061,555.97	10,990,841	Pending
Reductions	(27,322,366)	(19,849,468.89)	(15,838,618.36)	(12,823,303)	Pending
Ending balance	**$34,343,211**	**$40,804,376**	**$37,027,314**	**$35,194,852**	**$0**
Interest paid during fiscal year	$753,306	$776,769	$806,342	$763,626	Pending
Current Portion	$2,345,962	4,852,009.00	8,028,144.00	8,149,550	Pending
Bond Rating					
Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-0.16	0.58	0.44	-0.21	Pending
Debt to Net Assets Ratio Long-tem Debt / Total Net Assets	0.41	0.45	0.35	0.34	Pending
Debt to Assets Ratio Long-term Debt / Total Assets	0.27	0.29	0.24	0.23	Pending

1. Monthly debt payments determined by amortization schedules provided by lender. Interest rate swap interest is determined by market conditions.
2. Debt Covenants are being met.

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

Revolver LOC - Reserves for operations. Not pulled on in recent history due to favorable cash position.
Working Capital LOC - Reserves for operations. Not pulled on in recent history due to favorable cash position.

Future borrowing plans (please describe).

N/A

Standard 7: Institutional Resources
(Liquidity)

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY2019)	2 Years Prior (FY2020)	1 Year Prior (FY2021)	Most Recent Year (FY2022)	Next Year Forward (FY2023)
CASH FLOW					
Cash and Cash Equivalents beginning of year	$12,732,997	$14,338,046	$26,568,094	$31,103,914	
Cash Flow from Operating Activities	$5,117,046	$8,976,425	$12,156,258	$4,442,812	
Cash Flow from Investing Activities	($6,525,773)	($6,701,818)	($5,760,171)	($9,477,792)	
Cash Flow from Financing Activities	$3,013,776	$9,955,441	($1,860,267)	($1,835,541)	
Cash and Cash Equivalents end of year	**$14,338,046**	**$26,568,094**	**$31,103,914**	**$24,233,393**	**$0**
LIQUIDITY RATIOS					
Current Assets	$14,168,847	$22,535,416	$32,107,392	$30,527,103	
Current Liabilities	$10,073,648	$11,687,082	$19,147,581	$18,203,654	
Current Ratio	**1.41**	**1.93**	**1.68**	**1.68**	
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365)	**107.23**	**204.30**	**240.42**	**169.21**	

Please enter any explanatory notes in the box below that may impact the institution's cash flow.

Foregiveness of PPP Loan anticipated in FY2023.

Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.

N/A

Please enter any explanatory notes in the box below.

N/A

Standard 7: Institutional Resources
(Supplemental Data)

Fiscal Year ends - month & day: (06/30)	3 Years Prior (FY2019/20)	2 Years Prior (FY2020/21)	Most Recently Completed Year (FY2021/22)	Current Year (FY2022/23)	Next Year Forward (FY2023/24)
NET ASSETS					
Net assets beginning of year	$84,346,972	$91,330,701	$105,366,643	Pending	Pending
Total increase/decrease in net assets	$6,983,729	$14,035,942	($465,665)	Pending	Pending
Net assets end of year	**$91,330,701**	**$105,366,643**	**$104,900,978**	**$0**	**$0**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$16,703,947	$17,103,324	$17,652,360	Pending	Pending
Federal, state and private grants	**$1,487,243**	**$1,988,924**	**$4,281,263**	Pending	Pending
Restricted funds	**$533,949**	**$634,065**	**$757,192**	Pending	Pending
Total	**$18,725,139**	**$19,726,313**	**$22,690,815**	**$0**	**$0**
% Discount of tuition and fees	31.6%	36.8%	39.8%	Pending	Pending
% Unrestricted discount	29.1%	29.8%	31.0%	Pending	Pending
Net Tuition Revenue per FTE					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					

Please indicate your institution's endowment spending policy:

Spend rate approved annual by the Board of Trustees.

Please enter any explanatory notes in the box below.

1) Unable to calculate the financial composite responsibility score at this time. However, Finance is working on implementing a process to calculate this metric in the future.

2) "Current Year" values are not able to be accurately calculated for these metrics until the fiscal year has ended.

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
	(FY 2019/20)	(FY2020/21)	(FY 2021/22)	(FY 2022/23)	(FY 2023/24)
Total Expenditures					
Materials	$357,332	$401,132	$390,678	$405,289	$415,421
Salaries & wages (permanent staff)	$127,510	$118,566	$145,510	$153,578	$157,417
Salaries & wages (student employees)	$37,277	$49,707	$60,780	$55,228	$56,609
Other operating expenses	$15,594	$19,292	$10,211	$10,370	$10,629
Expenditures/FTE student					
Materials	$103.28	$126.02	$128.43	$136.78	Pending
Salaries & wages (permanent staff)	$36.85	$37.25	$47.83	$51.83	Pending
Salaries & wages (student employees)	$10.77	$15.62	$19.98	$18.64	Pending
Other operating expenses	$4.51	$6.06	$3.36	$3.50	Pending
Collections					
Percent available physically	35%	35%	30%	25%	25%
Percent available electronically	65%	65%	70%	75%	75%
Number of digital repositories	0	0	0	0	1
Personnel (FTE)					
Librarians - main campus	2	2	2	2	2
Librarians - branch /other locations	N/A	N/A	N/A	N/A	N/A
Other library personnel - main campus	N/A	N/A	N/A	N/A	N/A
Other library personnel - branch/other locations	N/A	N/A	N/A	N/A	N/A
Availability/attendance					
Hours of operation/week main campus	98	90	90	90	90
Hours of operation/week branch/other locations	N/A	N/A	N/A	N/A	N/A

Consortia/Partnerships

Minerva consortium, OCLC membership, participation in DOCLINE

URL of most recent library annual report: N/A

Please enter any explanatory notes in the box below

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year (as of 2022/FA)	Next Year Forward (goal)
	(FY 2019/20)	(FY 2020/21)	(FY 2021/22)	(FY 2022/23)	(FY 2023/24)
Course management system	Canvas				
Number of classes using the system	2,245	2,169	2,075	878	2,300
Bandwidth					
On-campus network	10Gbps	10Gbps	10Gpbs	10Gbps	10Gbps
Off-campus access					
commodity internet (Mbps)	5Gbps	5Gbps	5Gbps	5Gbps	5Gbps
high-performance networks (Mbps)	5Gbps	5Gbps	5Gbps	5Gbps	5Gbps
Wireless protocol(s)	802.11 b/g/n 802.11ac	802.11 b/g/n 802.11ax	802.11 b/g/n Wi-Fi6	802.11 b/g/n Wi-Fi6	802.11 b/g/n Wi-Fi6
Typical classroom technology					
Main campus	Instructor computer laptop/station. Projection and/or TV				
Branch/other locations	Instructor computer laptop/station. Projection and/or TV				

Software systems and versions

Students	Slate (cloud)/ CAMS v21.1.0 / The Housing Director (cloud) / Canvas (cloud) / Maxient (cloud) / PowerFAIDS v28.1
Finances	Dynamics v2015 / Vena (cloud)
Human Resources	ADP (cloud)/ NeoEd (cloud) / Logicgate (cloud)
Advancement	RaisersEdge (cloud)/ Fundriver (cloud)
Library	
Website Management	Cascade (cloud)
Portfolio Management	
Interactive Video Conferencing	Zoom (cloud)
Digital Object Management	Google (cloud)

Website locations of technology policies/plans

Husson IT	Husson IT Policies
Integrity and security of data	Information Technology Incident Response Policy
Privacy of individuals	Privacy Policy
Appropriate use	Acceptable Use Policy
Disaster and recovery plan	Artifact (Husson University Infrastructure Disaster Recovery Plan v1.5)
Technology replacement	Technology Acquisition Policy

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	22	634,730
Other U.S. locations	1	7,100
International locations		

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	FY2020	FY2021	FY2022	FY2023	FY2024
Revenue ($000)					
Capital appropriations (public institutions)	$0	$0	$0	Pending	Pending
Operating budget	$56,881,000	$58,012,000	$60,175,510	Pending	Pending
Gifts and grants	$5,450,704	$9,486,448	$10,293,213	Pending	Pending
Debt	$39,195,982	$50,049,170	$45,381,773	Pending	Pending
Total	$101,527,686	$117,547,618	$115,850,496	$0	$0
Expenditures ($000)					
New Construction	$2,659,275	$10,625,790	$4,629,584	Pending	Pending
Renovations, maintenance and equipment	$2,113,864	$1,624,226	$762,467	Pending	Pending
Technology	$902,593	$1,130,833	$1,713,604	Pending	Pending
Total	$5,675,732	$13,380,849	$7,105,655	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	64,298		64,298
Laboratory	23,844	5,850	29,694
Office	92,531	1,266	93,797
Study	9,640		9,640
Special	56,013		56,013
General	46,262		46,262
Support	3,264		3,264
Residential	169,851		169,851
Other	180,191		180,191

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Alfond Hall, College of Business	Education	21,765.00	$16,247,552	2022
Wellness and Learning Center	Education,Student Health	3,500.00	$3,874,594	2020
Maintenance Facility	Support	4,597.00	$848,377	2018-19
Townhouses,3 buildings	Student Residence	13,896.00	$6,440,603	2018
Darling Living and Learning Center	Education,Student Residence	39,777.00	$12,045,754	2013

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Recreation Center & Field House	Athletic,Support	55,000.00	$12,500,000	2027

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 5,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Science Lab Wing Improvements	Education	6,200.00	$2,000,000	2023
Residence Hall Bathroom Improvements	Student Residence	2,000.00	$6,989,780	2017-2019

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing $XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

Standard 8 – Educational Effectiveness

Description (8.1-8.10)

Husson University has deliberately fostered a culture of assessment to help ensure the achievement of academic success outcomes, drive strategic planning and programmatic improvement, inform public statements, and guide resource allocation. This culture is most pronounced within academic programs that are subject to specialized accreditation, particularly in the health care fields, and is also evident in programs without specialized accreditation, e.g., the revised General Education curriculum and the ongoing program of assessment for all academic units to guide programmatic enhancement.

Evidence of the shift in culture towards assessment may be seen in many ways as outlined below. In 2013, Husson University established the Office of Assessment to help programs with the increasing demands of accreditation and to support programs and faculty in programmatic assessment and assessment of student learning. This office has grown to three FTE, which supports the unique needs of academic units related to the assessment of student learning, accreditation, and program evaluation. A full listing of services offered by the Office of Assessment is found on its website (HERE). The Office of Assessment, along with the Office of Institutional Research, provides wrap-around support addressing both macro and micro aspects of program effectiveness.

In 2018, the Deans Council approved a change to the University syllabi template that called for the inclusion of student learning outcomes (SLOs) and called for detailed information on how each SLO would be measured (HERE). In 2021, the Deans Council approved the use of the electronic syllabus template to further solidify the expectation of alignment between SLOs and assessment, but also alignment between SLOs, instruction, materials, and assessments (HERE). Training for the use of the syllabi template has been provided in multiple formats, but most noticeably as part of the Faculty Development days in 2021 and through the digital training library (HERE).

Between 2015 and 2022, all academic units completed or updated curricular mapping. Links to each program's curricular map may be found on the Office of Assessment's mapping page (HERE) or as a link in the E-Series form (HERE). This mapping serves as a guide for all academic assessment activities (both qualitative and quantitative) and indicates the scope, sequence, and cognitive level or complexity of the intended learning, so faculty more fully understand where prerequisite skills and knowledge are addressed. This mapping also provides consistent alignment with the University's mission of preparing students for current and future careers by ensuring that necessary skills and knowledge are instructed to and rehearsed, ensuring that alumni are prepared for entry-level success.

To further support faculty in developing courses and instruction that would meet the intended learning outcomes, Husson provided multiple professional development opportunities. As discussed in Standard 6, in the fall of 2018, Husson received a grant from the Council of Independent Colleges (CIC) allowing 49 faculty members to engage in the Association of College and University Educators (ACUE) program (HERE). Husson University also supplemented this program by having a member of the Office of Assessment co-facilitate the learning sessions and provide group and individual support to all of the participants. The second ACUE cohort with 34 participants was offered in the spring of 2020. This program focused on providing opportunities for instructors to apply researched instructional methods in multiple modalities with aligned materials and assessments in their courses.

Between 2018 and 2021, Quality Matters training was offered to 48 faculty on the Husson University campus. While Quality Matters is intended for review of online courses, the core principles of alignment between outcomes, instruction, materials, and assessments are sound practice in all modalities. Husson University currently has two certified Quality Matters reviewers who support Husson faculty in the alignment of their courses.

The Office of Online and Distance Learning and the Office of Assessment provided supplemental professional development opportunities designed to further support faculty construction of courses with alignment between instruction, materials, outcomes, and assessments. A four-class series of course design and instruction supported a total of 110 faculty between 2018 and 2021. These training modules were also refined and delivered as part of the COVID-19 response to support faculty in maintaining quality courses during the temporary shift to the online modality.

Examples of the application of this work being used for programmatic improvement and resource allocation are seen in many locations such as:

- Specialty accreditation reports for previously accredited programs (HERE)
- The addition of new academic programs such as the 2020 initial approval for American Board of Physical Therapy Residency & Fellowship Education accreditation of the Husson Physical Therapy Residency program (HERE)
- The annual reports found for the College of Science and Humanities where faculty of programs without specialized accreditation report out on their mapping, alignment to the University mission and assessments of intended student learning (HERE)
- The E-Series form (HERE)

The E-series provides many examples of "closing the loop" between assessment and program improvement. One example may be seen in the School of Pharmacy. The faculty within the School of Pharmacy have organized into content areas (Pods) and are using student assessment

data at the categorical level, as well as external assessment data such as the PCOA and NAPLEX to inform programmatic change. This analysis, along with faculty input, has led to many programmatic changes including the development of new courses to "overlay" all the APPE experiences reinforcing intended clinical learning and facilitating NAPLEX preparations with a specific focus on calculations and obtaining and interpreting patient information.

Another clear example may be seen in the Chemistry program as categorical information was gathered for all sections of Chemistry I and compared to student performances on the nationally normed ACS exam. This data was used to inform a shared instructional template and shared assessment blueprints.

A final example may be seen in the English program. The faculty developed a shared rubric for EH123 and EH 124 and held multiple workshops with the collaboration of the Office of Assessment to establish inter-rater reliability. Faculty utilized the rubrics for multiple terms, the data was collected and analyzed to identify trends in student learning and to modify programmatic approaches.

This work is also seen in the collaboration between the Division of Online and Distance Education and each academic unit as the Instructional Designers work with the appropriate academic programs to ensure that all learning outcomes within the mapping are addressed in the online section of each course, thus laying the groundwork for equitable outcomes in skill and knowledge development regardless of modality. This work is seen in the programmatic outcomes found in the course catalog (HERE) as well as the course level outcomes of student learning which may be found in the Office of Assessment mapping site (HERE).

As discussed in standard 5, Husson University enrolls multiple student bodies in all programs, modalities, and degree levels, and supports each population through the use of Student Support Services, Career Guidance, Counseling Services, Tutoring, and Advising. Husson University has a rich blend of diversity within the student body, including religious, cultural, socioeconomic, sexual, gender, and geographic diversity. Online students may also receive additional supports to address any issues of equitable access, such as 24-hour online tutoring (HERE), remote counseling services (HERE), and the use of a professional advising model. Additional diversity initiatives are supported by the Husson Diversity, Equity, and Inclusion Office. As indicated in Data First form 8.1, the largest subgroupings that Husson University regularly tracks are first-generation students and students of lower socioeconomic standing as measured by Pell Grant eligibility. As seen in the data first forms, Pell-eligible and first-generation students perform below the Husson average in terms of first to second-year retention (79% for all students in the most recent year as compared to 73% for Pell recipients and 76% for first-generation students) and graduation within six years (59% for all students in the most recent year as compared to 52% for Pell recipients and 52% for first-generation students).

An analysis of progress toward graduation was advanced through a 2018 partnership with the Gardner Institute where Husson examined gateway courses to guide curricular redevelopment. The overall rates of DFWX (Dismissed, Failed, Withdrew, X-grade) for entering first-time full-time students in their first fall term have fluctuated within a range between 9% and 16%, but Pell-eligible students continue to have higher rates of scores within the DFWX category (22% in 2021/FA compared to the overall rate of 14%). First Generation students performed similarly to the total population, sharing the same rate of 14% of grades being in the DFWX category in 2021/FA. This data informing the different performance in the Pell-eligible and first-generation populations has informed the development of competitive TRIO Student Support Services, HRSA-SDS, and Title III-SIP grants, and informs current retention strategies.

Appraisal

Husson's faculty have ensured alignment between professional standards, the Husson Mission, program expectations, and student learning outcomes. This is evidenced as being effective given the success in the licensure rates for the professional programs seen in the Data First 8.3 document, the self-reported job placement in the Alumni survey (of the 2021 alumni, 97% of responding students who indicated they were sought further education or employment one year after graduation were suvsessfult), and the clear evidence of Husson alumni are contributing to the Maine workforce as seen from the Maine Department of Labor (HERE).

All academic programs participate in a continual evaluation to monitor ongoing quality. Accredited programs submit their accreditation documentation to their respective deans. All programs without specialized accreditation have been participating in various levels of evaluation as evidenced by documents from the College of Business and the College of Science and Humanities (HERE) and by the E-Series form (HERE). In the fall of 2022, a comprehensive plan for assessment was implemented for all programs that include an annual update (template HERE) and a cyclical evaluation that would occur generally every five years (template HERE).

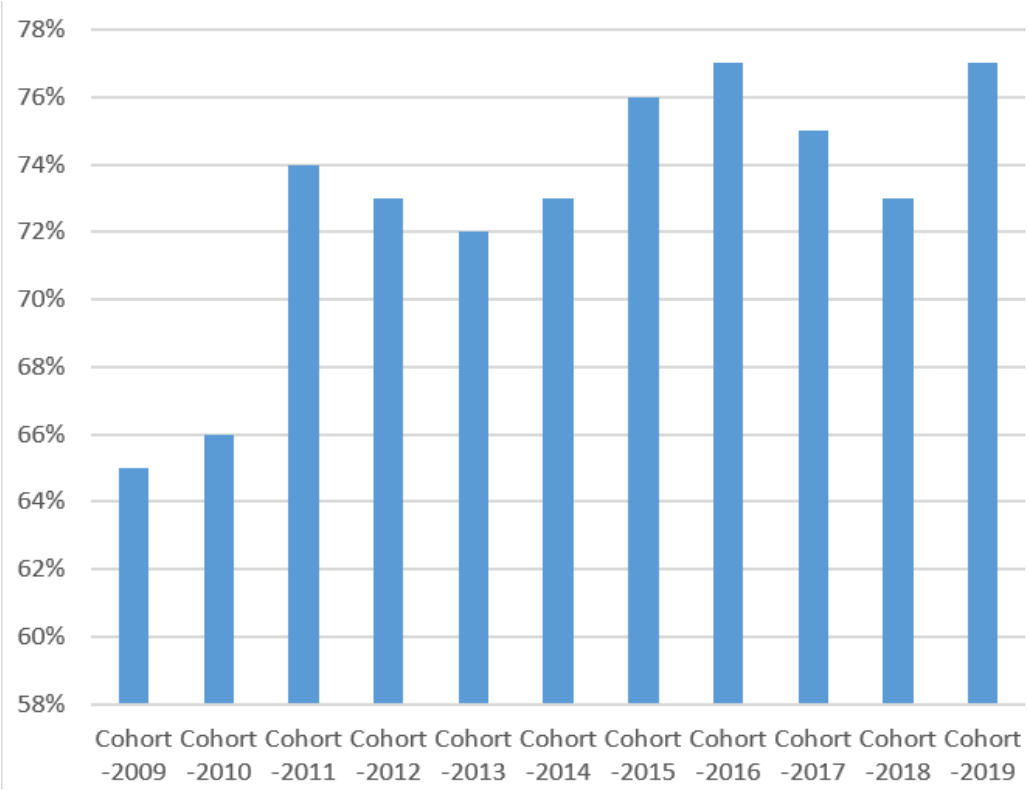
Many professional licensure programs have extremely strong first-attempt passage rates. For example, the Physical Therapy program has a three-year, first-attempt licensure exam passage rate of 94%; the combined Nurse Practitioner tracks have a three-year average of 93% first-attempt passage, and 100% of Clinical Mental Health alumni have passed the certification on the first attempt for three years in a row. While students are very successful in total passing licensure rates in all licensure tracks as indicated on Data First form 8.3, some professional programs have lower first-attempt passage rates. A great deal of effort has been invested by the faculty of these programs in conjunction with the Office of Assessment, to develop both short-term interventions and long-term curricular solutions to benefit students. Given the changes to both student-level factors, curricular factors, and licensure tests themselves, this is ongoing work.

An example of this ongoing work is seen in the Nursing program in their "NCLEX Stability Project." To address the lower-than-desired NCLEX first-attempt passage rate within the 2021 cohort, the Undergraduate Nursing program analyzed the available data, including individual NCLEX performance, Assessment Technologies Institute (ATI) data Mastery Series assessments, and the ATI predictor examination data. This analysis revealed the students who were unsuccessful in the first-attempt passage had weaknesses in all NCLEX areas, meaning there was no one content area to remediate. However, 73% of content area scores for students who did not pass on the first attempt were at the "Near" or "Above" levels of proficiency, meaning the attempting students were close to or above in the majority of areas. The results indicate that students were largely prepared but assistance in raising the level of performance in each area would be needed. To support these students, the Nursing programs utilized the ATI Predictor Assessment to identify students who may be at risk of first-attempt failure. This permitted the faculty and administration to guide targeted remediation for the 2022 cohort. In addition, Husson allocated resources to contract a live review with ATI for the 2022 cohort.

As a more clearly defined data set becomes available, a detailed analysis of online and face-to-face student learning outcome attainment will be needed. All online courses developed by the Division of Online and Distance Education are aligned to the same learning outcomes as the face-to-face students, and each has a data-gathering mechanism through Canvas or ExamSoft that will allow for this future analysis.

As indicated in Standard 5, Husson has made significant gains in student retention, which is notable given the higher rate of Pell awards received by Maine students. Husson's first-time degree-seeking population is comprised of 70% Maine students. In Maine, 12.9% of the population lives below the poverty rate, with 25% of Maine counties having populations of 17% or higher living below the poverty rate (HERE). Maine is also ranked 44th of 50 in terms of economic outlook (HERE). Forty-five percent of first-time full-time degree-seeking students are Pell recipients, and 98% receive some form of student financial aid. However, as seen in Figure 8.1, between 2009 and 2019 Husson increased the retention rates of full-time first-time students from 65% to 77%. This increase is also seen in the population of students who receive Pell grants. In the past three years, the retention of degree-seeking first-time, full-time students from the first to second fall term has increased from 71% to 73%.

Figure 8.1, Husson University Retention of full-time first-time students (IPEDS)



Retention for first-time, first-year students increases to 89% between second to third fall and increases again to 92% between third and fourth fall semesters. Students are more likely to be retained toward graduation the longer they persist at the University.

Entry-first-year students and entry-transfer freshmen perform similarly in terms of first-year GPA (both share a four-year average of first-year GPA of 2.8) but entry-first-year students have a slightly higher average rate of first to second-year retention over the past four years with a 75% average as compared to 72% for entry-transfer freshmen. This higher first to second-year retention leads to a higher graduation rate (58% average graduation rate over the past four years for the entry-first-year students as compared to 52% for the entry-transfer freshmen).

Student-athletes represent a significant portion of the Husson population, and this population has a higher first-year GPA (the four-year average of first-year full-time GPA for athletes is 2.9 compared with 2.7 for non-athletes), higher first to second-year retention (84% four-year average compared with 73% for non-athletes), and higher graduation rates within 150% of the time (68% four-year average compared with 53% for non-athletes).

Projections

- Husson will increase first-time passage for all licensure tests to a minimum of 80% for each cohort through the continued examination of licensure exam blueprints, curricular mapping, individual course offerings, and programmatic support. This work is already

ongoing for Pharmacy, Occupational Therapy, and Nursing and will continue through the 2022-2023 academic year.

- In the summer of 2024, the Office of Institutional Research will perform a comprehensive analysis of the attainment of intended learning outcomes, retention, and graduation rates between face-to-face and online programming.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	73%	77%	76%	79%	Pending
IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	57%	58%	54%	59%	Pending
IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	55%	56%	57%	--	Pending
Awarded a degree within eight years	57%	58%	60%	--	Pending
Not awarded within eight years but still enrolled	0%	1%	0%	--	Pending
First-time, part-time students					
Awarded a degree within six years	27%	20%	13%	--	Pending
Awarded a degree within eight years	40%	36%	20%	--	Pending
Not awarded within eight years but still enrolled	0%	0%	7%	--	Pending
Non-first-time, full-time students					
Awarded a degree within six years	70%	66%	56%	--	Pending
Awarded a degree within eight years	70%	67%	58%	--	Pending
Not awarded within eight years but still enrolled	1%	0%	1%	--	Pending
Non-first-time, part-time students					
Awarded a degree within six years	47%	45%	43%	--	Pending
Awarded a degree within eight years	51%	49%	49%	--	Pending
Not awarded within eight years but still enrolled	2%	0%	2%	--	Pending
Other Undergraduate Retention/Persistence Rates					
1 Bachelors degree students awarded Pell Grants	71%	70%	71%	73%	Pending
2 Bachelors degree students who were First Generation	71%	73%	71%	76%	Pending
3					
4					
5					
Other Undergraduate Graduation Rates					
1 Bachelors degree students awarded Pell Grants (within 6 years)	50%	47%	45%	52%	Pending
2 Bachelors degree students who were First Generation (within 6 years)	48%	57%	56%	52%	Pending
3					
4					
5					

Definition and Methodology Explanations

1 The IPEDS retention rate and graduation rate data are pulled directly from the "DFR" IPEDS reports & College Navigator. Data has not been collected or reported for the 2022-2023 reporting period...it is predicted based on the Fall 2022 Student Census.
Outcome Measures are pulled directly from IPEDS (https://nces.ed.gov/ipeds/SummaryTables/report/901?templateId=9012&year=2020&number_or_percent=1&expand_by=0&tt=aggregate&instType=1).

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago (2016 Cohort)	4 years ago (2018 Cohort)	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	59%	43%	n/a	n/a
Not graduated, still enrolled at original institution	Pending	Pending	n/a	n/a
Degree from a different institution	Pending	Pending	n/a	n/a
Transferred to a different institution	Pending	Pending	n/a	n/a
Not graduated, never transferred, no longer enrolled	Pending	Pending	n/a	n/a
First-time, Part-time Students				
Degree from original institution	36%	0%	n/a	n/a
Not graduated, still enrolled at original institution	Pending	Pending	n/a	n/a
Degree from a different institution	Pending	Pending	n/a	n/a
Transferred to a different institution	Pending	Pending	n/a	n/a
Not graduated, never transferred, no longer enrolled	Pending	Pending	n/a	n/a
Non-first-time, Full-time Students				
Degree from original institution	53%	62%	n/a	n/a
Not graduated, still enrolled at original institution	Pending	Pending	n/a	n/a
Degree from a different institution	Pending	Pending	n/a	n/a
Transferred to a different institution	Pending	Pending	n/a	n/a
Not graduated, never transferred, no longer enrolled	Pending	Pending	n/a	n/a
Non-first-time, Part-time Students				
Degree from original institution	51%	33%	n/a	n/a
Not graduated, still enrolled at original institution	Pending	Pending	n/a	n/a
Degree from a different institution	Pending	Pending	n/a	n/a
Transferred to a different institution	Pending	Pending	n/a	n/a
Not graduated, never transferred, no longer enrolled	Pending	Pending	n/a	n/a

Measures of Student Achievement and Success/Institutional Performance and Goals

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24
1	Bachelors Degree Graduates who go on to Graduate School	18%	20%	Pending		
2						
3						
4						

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1						
2						
3						
4						

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort (as of 12-1-22)

State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Praxis II	13	13	23	23	NA	NA	NA	NA
2									
3									
4									
5									

National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Accreditation Council for Occupational Therapy Educaton (ACOTE)	38	36	33	31	36	29	TBA	TBA
2	National Council of State Boards of Nursing (NCLEX)	58	57	56	56	67	62	60	49
3	National Physical Therapy Exam (NPTE)			33	33	40	40	35	31
4	Pharmacy (NAPLEX)	36	40	39	48	30	38	TBA	TBA
5	Natioanl Counceling Exam (NCE)			8	8	12	12	8	8

Job Placement Rates in Maine (Partnership with Maine State Department of Labor)

Major	*	2015-2017# of grads	% with jobs in ME after 1 quarter	2016-2018 # of grads	% with jobs in ME after 1 quarter	2018-2020 # of grads	% with jobs in ME after 1 quarter
BS Accounting		15	86.7%			77	77.9%
BS Biology						25	72.0%
BS Bus Ad		109	71.6%	123	74.8%	165	75.8%
BS Bus Ad - Fin Mgmt						22	77.3%
BS Bus Ad - Mkt						14	71.4%
BS Communications Technology		106	49.1%	88	50.0%	135	45.9%
BS Criminal Justice		73	69.9%	83	79.5%	101	80.2%
BS Educational Studies - Elem. Ed.		22	90.9%				
BS Elementary Education				30	93.3%	41	87.8%
BS Forensic Science						19	73.7%
BS Health Sciences		45	73.3%			57	73.7%
BS Healthcare Studies				123	71.5%	127	68.5%
BS Hospitality & Tourism Management				19	84.2%	40	82.5%
BS Integrated Technology						29	75.9%
BS Kinesiology-Human Mvmnt Sci		34	52.9%	56	60.7%	83	54.2%
BS Legal Studies						31	74.2%
BS Mass Communications		34	67.6%	33	66.7%		
BS Nursing		109	86.2%	123	87.0%	186	86.0%
BS Paralegal		10	100.0%				
BS Psychology		49	75.5%	55	74.5%	72	70.8%
BS Psychology - MHRT/C Certification				15	86.7%	23	69.6%
BS Secondary Education						10	100.0%
BS Sport Management				26	73.1%	54	75.9%

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24
	Completion Rates					
1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Maine no longer requesres PRAXIS scores / NPTE &NAPLEX&NCLEX =ultimate passge by cohort / NBCOT=Passage within one year of graduation / Husson University has a Memorandum of Agreement with the Maine Department of Labor (MDOL). Husson submits 3 years of graaduated student data and the MDOL is able to return 9 semesters of employmen and wage data for graduates who are identified as employed in ME. The MDOL identifies its major/program groupings by CIP Code Categories.

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	FY2019/20	FY2020/21	FY2021/22	FY2022/23	FY2023/24
Master's Programs (MBA & Graduate Counseling)[2]					
Retention rates first-to-second year	78%	72%	63%	69%	Pending
Graduation rates @ 150% time	81%	91%	73%	TBD*	Pending
Time to degree[1] (in years)	3	3	3	TBD*	Pending
Other measures, specify:					
Master's Programs (Occupational Therapy)[2]					
Retention rates first-to-second year	88%	98%	85%	89%	Pending
Graduation rates @ 150% time	84%	89%	81%	TBD*	Pending
Time to degree[1] (in years)	3	3	3	TBD*	Pending
Other measures, specify:					
Master's Programs (Graduate Nursing)[2]					
Retention rates first-to-second year	91%	83%	67%	69%	Pending
Graduation rates @ 150% time	71%	88%	78%	TBD*	Pending
Time to degree[1] (in years)	4	4	4	TBD*	Pending
Other measures, specify:					
First Professional Programs (Pharmacy)[2]					
Retention rates first-to-second year	91%	95%	90%	88%	Pending
Graduation rates @ 150% time	82%	82%	85%	TBD*	Pending
Time to degree[1] (in years)	4	4	4	TBD*	4
Other measures, specify:					
First Professional Programs (Physical Therapy)[2]					
Retention rates first-to-second year	89%	90%	85%	77%	Pending
Graduation rates @ 150% time	90%	78%	87%	TBD*	Pending
Time to degree[1] (in years)	3	3	3	TBD*	Pending
Other measures, specify:					
Distance Education[3]					
Course completion rates[4]	96%	96%	95%	91%	Pending
Retention rates [5]	n/a	n/a	n/a	n/a	n/a
Graduation rates[5]	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					

Branch Campus and Instructional Locations[6]

Course completion rates	n/a	n/a	n/a	n/a	n/a
Retention rates	n/a	n/a	n/a	n/a	n/a
Graduation rates	n/a	n/a	n/a	n/a	n/a
Other measures, specify:					

Definition and Methodology Explanations

1	Times to degree are based on 150% of time to graduate.
2	Retenton and Graduation rates are based on entering cohorts that include both full and part time students
3	Distance Education Course Completion Rates are percentages of non-failing grades (D- or above) for all courses taught during the academic year.
4	FY2022/23 data is not complete as the semester has not yet ended.
5	Distance Educaion courses are not generally taken by first-time, degree-seeking students,and therefore retention and graduation rates cannot be reliably calculated.
6	Husson University has phased out course offerings at locations outside of Bangor. Students who had attended outside locations in the past are now taking their courses online.
*	Current year data is not available for this cohort at this time.

Standard 9 – Integrity, Transparency, and Public Disclosure

Integrity (9.1-9.10)

Description

The Husson community has embraced the preparation for the NECHE visit, including the utilization of a transparent process of reflection by all stakeholders, distilled into the self-study and capturing the achievements of the last decade and projecting into the future. One of the reoccurring themes related to mission and vision is that the stakeholders perceive Husson as a school dedicated to preparing students through didactic and experiential learning for the workplace, including emphasis on "soft skills." These soft skills, including professionalism, humble service, respectful communication, initiative, and, especially demonstrated during and in the aftermath of COVID-19, adaptability, are modeled by faculty and staff and practiced by students. While the 21st century workplace may hold unknowns, Husson's students will enter the workforce and society prepared to leverage the skills that embody the Husson character.

The community's response to COVID-19 shows that the nature of character and humility, along with a sense of community, is infused throughout the University and provides a foundational framework for integrity. The University relied upon CDC guidance and science to shape its response to COVID-19 and consistently strived to communicate fluctuating guidance and expectations to all stakeholders. The Marketing/Communication office worked to inform the Husson community with as much transparency as possible, given the rapid changes with the University's COVID-19 response. This was accomplished through regular email communication, social media updates, EagleSafe app notices, and updates to the Protect Husson web pages including COVID-19 FAQ and COVID-19 Dashboard pages.

The University committed to addressing the challenges of COVID-19. Working diligently during the spring of 2020 and throughout the summer, the University adjusted the academic calendar for the fall of 2020, allowing for remote examinations and adjustments to events now held remotely. During this time, there was only one week, immediately before Thanksgiving break, where the University required students to attend remotely because of COVID-19. Other than that, because of careful coordination and the dedication of Student Life and Wellness staff, students received a largely uninterrupted education. The Office of the Provost informed faculty members of students in isolation and quarantine for purposes of assuring that absences were appropriate for the circumstances and that students could be accommodated with regard to those absences. It is in these coordinated and broad-based community collaborations that the University was able to

respond to COVID-19, clearly demonstrating its character while also maintaining the integrity of its academic programming.

The Office of Safety and Security demonstrates the underpinnings of character and humility that results in integrity. At the time of the last self-study, the Office of Safety and Security was functioning as a unit of enforcement. Interactions with students reflected an authoritative approach, which had a chilling effect on relations with the student body. Given that members of the department were not sworn officers, instances of enforcement created ethical and perceptual challenges for officers and, at times, created role confusion in working with the local police department. In 2015, the department transitioned from an enforcement model to a community service approach and focused on building community relations and social capital. Enforcement became development opportunities for conversation and correction which is inline with the Student Code of Conduct. This community-based model remains at Husson and reflects the integrity Husson attempts to foster at all levels.

The University approaches regulatory compliance within its community-based, transparent, supportive setting. For example, in February of 2020, the Bangor Daily News hosted an event at Husson University's Gracie Theatre with local attorneys posing the questions, "Title IX, Are We Doing it Right?" The heightened expectations of live hearings with cross-examinations in Title IX and the applicability of Title IX to employees, as well as the passage of the Maine Statute relating to interpersonal violence on college campuses in Maine, created a need for ongoing development of policies to act within the spirit of an environment that fosters support for its students.

Husson University is committed to the free pursuit and dissemination of knowledge, and language supporting this may be found in the Faculty Handbook (HERE). Husson University is properly authorized to award degrees and carry out all of the functionality of an institution of higher education (HERE). As noted in Standard 7, Husson conducts an annual audit of its financial position and financial aid award efforts. All annual audits are available on the Federal Audit Clearing House (HERE) and within the digital workroom (HERE). Husson has also properly carried out its fiduciary obligations with respect to investments and management of grant funding as evidenced in the Data First forms 7.2 – 7.5, and within the audited Grants compliance report (HERE). Husson has non-discrimination policies that reflect Husson's mission and efforts at inclusivity (HERE). In addition, the grievance policy for students is found on the University's website (HERE).

The University has also maintained integrity in its relationship with the Commission and in relation to all of the expectations as put forward in the NECHE Standards. This is specifically evidenced in the documentation for all required communications with NECHE and supported by the ongoing review and documentation of communications with all specialty accreditations, including the Maine State Department of Education, CCNE, ACPE, ACOTE, CAPTE, CACREP, IACBE, and ABPTRFE. As noted throughout the self-study, the University positions

itself to meet the challenges and aspirations of its accreditors within the context of its mission of inspiring and preparing students for careers and lifelong learning. The University has consistently maintained good standing with all of its accreditors.

Eagle Safe is the official safety app integrated with Husson University's safety and security systems. The app allows the University to notify the community of emergencies and allows the community to make requests for support. In the future, Eagle Safe will be adapted to be utilized for selected groups (such as students who live in individual residence halls) or the campus at large to improve targeted messaging and to prioritize safety for the Husson University community.

To help bring about an integrated response to bias-related incidences, the University recently established a Discrimination and Harassment Incident Response Team and corresponding complaint module and resolution process to evaluate reports of harassment or discrimination and ensure Husson University maintains an intellectually productive campus climate for all. This will provide a better opportunity to entertain reports of harassment and bias-related incidents and to formulate responses either at the departmental level or at the institutional level. Additionally, the University is also pursuing restorative practices for building skills to resolve matters informally.

Transparency (9.11-9.16)

Description

The shift from the Online Program Manager, The Learning House, to developing online instruction in-house caused Husson to engage in a renovation of its website. The renovation involved working with an outside consultant and examining the pattern of "clicks" on the University's website. The group established a committee and sought feedback from stakeholders throughout the University.

The University's website is predominantly structured for marketing purposes to attract and inform prospective students. With this transition, the University also restructured its intranet to serve faculty, administration, students, and staff already participating in the University community.

The University's renovated website provides readily accessible information to inform prospective students in making informed decisions with respect to their education. As noted in the data first forms, the website also provides information regarding the mission, expected educational outcomes, status as an independent not-for-profit university, requirements and procedures and policies related to admissions, the transfer of credit; articulation agreements; student fees, charges and refund policies. Additionally, the website provides information on student conduct and procedures for student appeals and complaints. Finally, the website provides information about the requirements for degrees and academic policies in the Husson catalog.

The Division of Online and Distance Education has its own site that is a direct extension of the Husson University site. Information that is pertinent to the exclusively online population, such as online tutoring, is presented on this site for Online and Distance Education while other pages, such as the registrar's office, are shared.

Through its website, the University also complies with consumer protection regulations as found in 34 CFR 668. The recently revised regulatory structure relating to distance education and licensure in other states also demonstrates the nature and cycle of updates to the website. As a result of the revised regulations, the Office of the Provost worked with the Director of Graduate Nursing to examine what was required, and communicated with the Director of Digital Communication to post the necessary information on the website. It is this type of iterative process that results in updates and maintenance of the University's website.

As part of the iterative process, the Registrar has worked with the Director of Digital Communications to establish links from the website to the catalog. This type of electronic linkage helps assure the consistency and availability of information.

The website page "Husson by the Numbers" (HERE) provides data regarding enrollment, retention, graduation, and alumni employment within the state of Maine. This data helps inform program excellence, learning outcomes attainment, and alumni success.

Information on access for people with disabilities is readily available for current and prospective students, and the campus community. Husson's main website, the EagleConnect intranet, and the CANVAS learning platform all include modalities to allow students to access information on applying for accommodations and accessibility information. Accessibility Services, a subset of the Center for Student Success, was established in 2018, is committed to fostering a culture of inclusivity for students with disabilities. Through a variety of services, this office establishes and coordinates accommodations for students with disabilities and supports faculty in their efforts to practice accessibility within in-person and online spaces. This office also works with residence life and other campus partners to promote accessibility and coordinate specific accommodations for students with disabilities throughout campus life, from the time of application through graduation.

Appraisal

The iterative review process keeps the website relevant, vibrant, and highly functional. The University has achieved an effective measure through its website to support long-term sustainability. The University could achieve even greater effectiveness if its review of the website was systematic. Currently, dead links are found by internal users and corrected on an ongoing basis.

In 2018, Husson University hired a Director of Accessibility Services, a shift from a shared role model of Disability Services in years past, which has strengthened student accommodations

delivery and broadened student accessibility efforts. The number of registered students receiving support from these services has more than doubled in the past five years, specifically with tremendous growth in students seeking test-taking accommodations. In response, the University developed an accessible space that offers reduced-distraction testing, and adjustable-height tables among other testing-specific accommodations.

In 2022, the University also added a Success Coach for Accessibility Services, expanding the support services offered to students. The Success Coach for Accessibility works specifically with students with disabilities in accordance with its mission of supporting student success. Through the husson.edu website, students can request accommodations, review documentation guidelines, and access supportive resources. Residence Life and Accessibility Services work together to accommodate the growing population of students with residential accommodation needs. The website provides a clear and informative path for prospective, new, and current students to learn about accessibility services at Husson (academic and residential) and understand student rights and responsibilities.

Husson is also seeking to increase transparency while also expanding its brand recognition. To that end, Creative Communication Associates (CCA) has been contracted to provide an analysis of Husson's current branding and to provide updated branding for marketing strategies and website revision. Between March 30 and April 11, 2022, CCA surveyed 1000 internal constituents and nearly 300 external prospects to gauge Husson's current branding and to develop updated advertising to more fully capture what Husson represents. Major findings of this work included that respondents who previously knew of Husson had a favorable view of the University, and that Husson's strongest features included: experienced faculty in their field of expertise, Husson's dedication to experiential learning, and the positive relationships from faculty and mentors. CCA has applied these finding to a new series of marketing materials found HERE.

Public Disclosure (9.17-9.25)

Description

The University's catalog and website demonstrate the operational excellence and the attributes of character and humility in a fashion that supports the mission of inspiring and preparing students for careers within an education informed by the sciences and humanities. They also support the vision that Husson is: "A university of choice for premier professional programs where students succeed, experiential learning is championed and global engagement is emphasized." Combined, the catalog and website along with other university publications, uphold the expectations enumerated in this section.

The University's catalog (HERE) begins with general statements including the University's anti-discrimination policy and lists agencies of accreditation and the status of those programs in

relation to accreditation. The catalog also provides policies relating to academics, admission, finances, and financial aid. The academic programs are then covered more in-depth along with the learning outcomes for each of the programs. The catalog also includes a list of courses and the faculty and showing departmental or program affiliation, as well as listing degrees held and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also noted in the catalog. The catalog is subject to annual review. Courses that are not current are removed from the catalog.

In addition to the catalog, the Executive Director of Communications coordinates the flow of information to ensure that the community and stakeholders are aware of new information regarding Husson. Major press releases from the Executive Director of Communications may be found HERE.

COVID-19 brought additional forms of public disclosure. Husson University utilized the website to both inform the faculty and students of protocols (such as what to do if they were not feeling well or had received a positive COVID-19 test, what the current masking requirements were, and what was required for vaccinations) and to disclose the current status of infection on campus through a COVID-19 dashboard. This dashboard was updated regularly at the peak of the crisis with the number of tests and the number of positive results for the campus population. As the pandemic waned, reporting moved to a weekly format and was eventually removed after vaccination requirements were established.

Through ongoing changes to the brand and website, Husson continues to provide information relating to the student profiles. This information is easily accessed in the Husson by the numbers site, and additional data for programmatic improvement is found on the intranet site for Department Activity Reports (HERE).

The University maintains clear lines of authority for signature and contractual purposes. In this regard, the University protects its interests as well as those of its vendors.

Appraisal

The website and catalog along with all of the other University publications fairly communicate the essence of the University's mission and purpose and provide a fair representation for prospective and existing students of the opportunities and expectations to graduate and begin their careers.

The catalog provides the information and structure necessary to consistently house academic policies, course availability, and programmatic outcomes. A systematic review of web material would help ensure that all policies found on individual web pages are in alignment with the current catalog, which is reviewed by the registrar and all academic deans before the annual publication.

Projections

- In the Fall of 2023, Marketing will work with individual stakeholders to establish a cyclical review of web content to ensure the presented information is both complete and accessible to the community.
- To further ensure all students are being supported in terms of digital and online accessibility, in the fall of 2024 the Director of Accessibility services, in collaboration with the academic Deans and Assistant Provost of Online and Distance Education, will perform an audit of Canvas shells to identify the types of issues that may be present and provide faculty support and development to address them.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty		Academic Integrity Policy	
Intellectual property rights	4/30/2020	Facutly Handbook 2.6.1.13	
Conflict of interest	4/30/2020	Facutly Handbook 2.6.1.4	
Privacy rights		Privacy & Confidentiality (FERPA)	
Fairness for students	7/29/2022	Student Handbook	
Fairness for faculty	4/30/2022	Facutly Handbook Cover	
Fairness for staff	1/1/2022	Employee Handbook 1.3	
Academic freedom	4/30/2020	Facutly Handbook 2.6.2	
Research	4/30/2020	Facutly Handbook 2.5.2	
Title IX	8/14/2020	Title IX	
Other; specify			

Non-discrimination policies			
Recruitment and admissions		Non-Discrimination Policy	
Employment		Employment at Husson	
Evaluation	1/1/2022	Employee Handbook 1.27	
Disciplinary action	1/1/2022	Employee Handbook 1.23	
Advancement			
Other; specify			

Resolution of grievances			
Students		Student Complaint Policy	
Faculty		Faculty Handbook 2.9.1.2	
Staff	1/1/2022	Employee Handbook 1.5	
Other; specify			

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	Department Directory
Notice of availability of publications and of audited financial statement or fair summary	
Processes for admissions	Admissions and Aid
Processes for employment	Employment at Husson University
Processes for grading	Grading System
Processes for assessment	Academic Integrity
Processes for student discipline	Academic Warning, Probation & Dismissal
Processes for consideration of complaints and appeals	Student Complaint Policy

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Graduate Student Earning in Maine	Graduated Student Earning in Maine

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	Husson Catalog
Obligations and responsibilities of students and the institution	Student Conduct Code
Information on admission and attendance	Admissions and Aid
Institutional mission and objectives	Vision & Mission
Expected educational outcomes	Course Catalog
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	About: Fast Facts
Requirements, procedures and policies re: admissions	Admissions
Requirements, procedures and policies re: transfer credit	Transfer Admissions
A list of institutions with which the institution has an articulation agreement	Transfer Credits and Aggreements
Student fees, charges and refund policies	Tuition and Costs
Rules and regulations for student conduct	Student Conduct Code
Procedures for student appeals and complaints	Student Complaint Policy
Other information re: attending or withdrawing from the institution	Academic Policies
Academic programs	Catalog General Informaiton
Courses currently offered	Catalog Course Descriptions
Other available educational opportunities	Digital Badges
Other academic policies and procedures	Academic Policies
Requirements for degrees and other forms of academic recognition	Curriculum Sheets
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	Husson Directory
Names and positions of administrative officers	Husson Administration
Names, principal affiliations of governing board members	Board of Trustees
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	N/A
Programs, courses, services, and personnel not available in any given academic year.	N/A
Size and characteristics of the student body	Husson by the Numbers
Description of the campus setting	Visit Husson
Availability of academic and other support services	Campus Life
Range of co-curricular and non-academic opportunities available to students	Campus Life
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Center for Student Success
Institutional goals for students' education	Strategic Plan
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	Strategic Initiative Indcators Report
Total cost of education and net price, including availability of financial aid and typical length of study	Financial Aid
Expected amount of student debt upon graduation and loan payment rates	Strategic Initiative Indcators Report Student Financials
Statement about accreditation	Accreditation

Please enter any explanatory notes in the box below

The Husson Directory includes a list of continuing faculty &department or program affiliation. However, degrees held & institutions granting them are listed at the discretion of the faculty member when providing their biography.

CLOSING

Husson University appreciates the opportunity to reflect on ten years of growth, the high quality of its faculty, academic offerings, administrative and fiscal decision-making, as well as its place in the local community and the community of higher education. Over the last ten years, Husson University has utilized consistent leadership and a global outlook to withstand the challenges of rapid societal change, a pandemic, and a declining in-state demographic while staying true to its mission to inspire and prepare students for professional careers in current and emerging fields. The transparent process and efforts of the stakeholders to represent the University in relationship the the NECHE standards and Husson's own guiding principles, reflect the University's desire to continue to meet the projections stated herein, to continue to assess, reflect, make adjustments to policy and process as necessary, and, as always, to put students at the forefront of every decision.

3405 Appendix A: Affirmation of compliance with Federal Regulations Relating to Title IX
3406 (Placeholder)

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 | Fax: 781-425-1001 | www.neche.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. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	
Print Publications	
Self-study/Fifth-year Report Page Reference	

2. **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* 5.18, 9.8, and 9.18.)

URL	
Print Publications	
Self-study/Fifth-year Report Page Reference	

3. **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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	
Self-study/Fifth-year Report Page Reference	

4. **FOR COMPREHENSIVE EVALUATIONS ONLY: 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. (NECHE Policy 77.)

URL	
Print Publications	
Self-study Page Reference	

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

Chief Executive Officer: _____ Date: _____

March, 2016, June 2020, August 2021

3407

3408

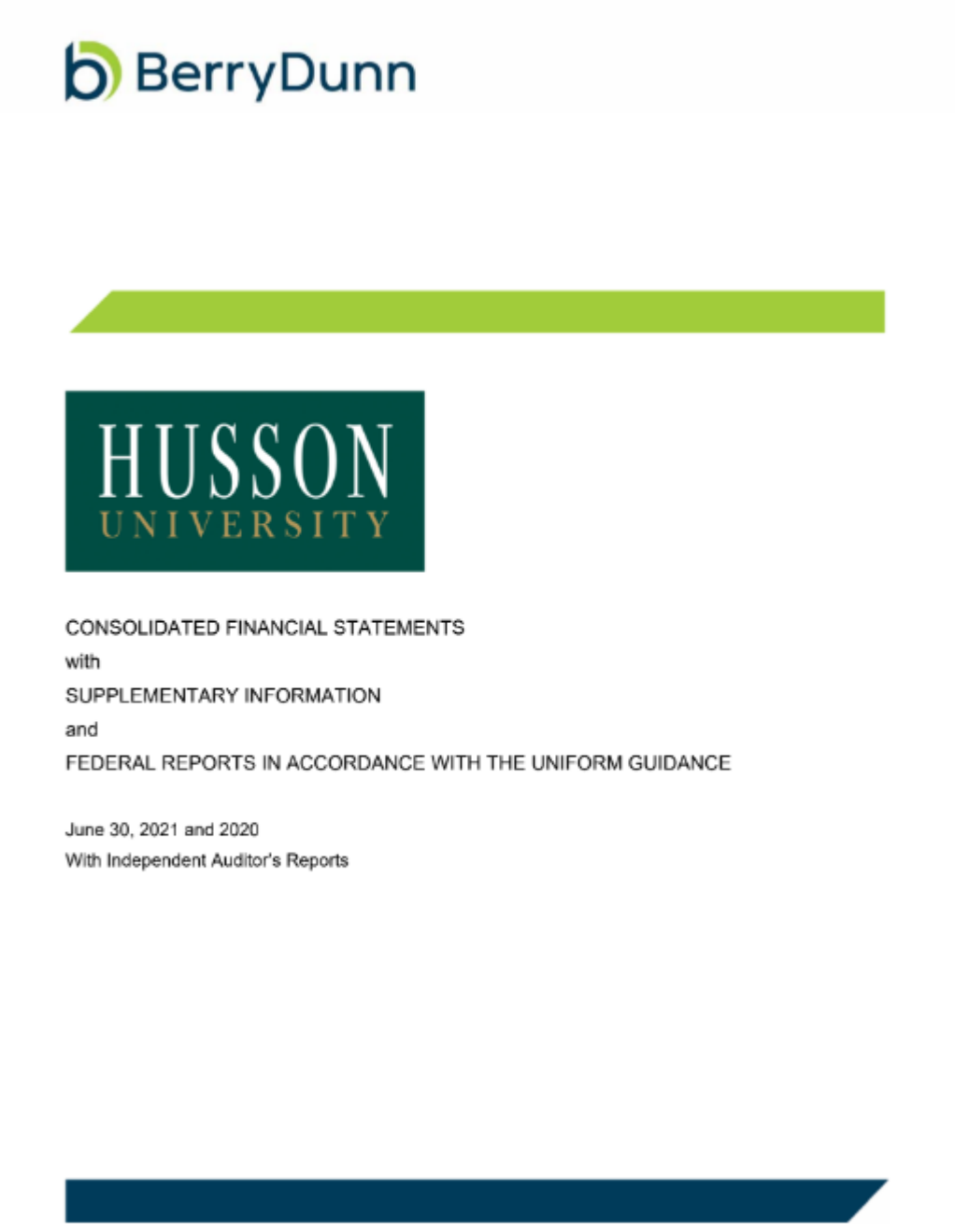
Appendix B: E-Series Documents

Placeholder

Area	Program	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) 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)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
CHAP	Pharmacy	https://eagleconnect.husson.edu/Connect/office-of-assessment/curricular-maps/pharmacy.aspx	•NAPLEX First-Attempt Passage	•Program Evaluation Committee •Curriculum Committee •Executive Committee Based in the Comprehensive assessment plan - completed annually	HUSOP has made many changes as the result of analyzing the trends and predictors of first attempt NAPLEX passage, including the following: •Changed the admissions requirements to include scoring in the 20th percentile in the PCAT •Developed a required review component in RX 650 for NAPLEX preparations •Developed both a calculations	Fall 2020

Appendix C: Most Recent Audited Financial statements

Placeholder



Appendix D: List of supporting documents in the Electronic Workroom

Standard 1:

- Accredited Programs List
- Community of Interest Donations
- Conservation Law Program
- ECAP Program
- Faculty's scholarly work
- Giving Day 2022
- Hannaford Brothers Inc. Gift
- Harold Alfond Foundation Grant
- Hearst Foundation Grant (2014)
- Husson Science Lab Redevelopment 2021
- Husson University Organizational Chart
- Husson University Website
- Maine Department of Labor Employment Data
- NIH and FDA Grants
- Online Org Chart
- School of Education Advisory Board
- Soaring Eagle Pro-Bono Clinic
- Stephen and Tabitha King Foundation Donation

Standard 2

- 2017-2020 Human Resources Strategic Plan
- 2019 Human Resources Strategic Planning
- IT Strategic Plan FY 2021
- Edmit: Evaluations Post Covid-19
- Stretch initiatives 2019
- KPI dashboard and Collaborative Activity Status Tool in the Auxiliary Services
- Sightlines - Deferred Maintenance Plan
- Sightlines -Capital Projections
- Marketing Materials
- Husson Board - Strategic planning retreats
- Eduventures sample report (2018)
- Course Catalog
- Student Learning Outcomes (Course Catalog)
- Husson Science Lab Redevelopment 2021
- 3-year-forecast
- Shaping our Future Strategy Implementation Matrix
- Strategic Initiative Indicators
- Bylaws

- Presidential Performance Review
- Department of Information Technology Policies
- DEI Initiatives (Diversity, Equity, & Inclusion)
- DEI Strategic Plan
- Harold Alfond Relationship w/ Husson Community Press Release
- Master Campus Plan

3425

3426 Standard 3

- Admissions Organizational Chart
- Board Conflict of Interest Statement Signature Form
- Bylaws
- DEI Strategic Plan
- Edmit: Evaluations Post Covid-19
- Governance Documents
- Husson Board - Strategic planning retreats
- Husson University Organizational Chart
- Legally Constituted Degree-Granting Institution Recognized by the State of Maine
- Online Org Chart
- Presidential Performance Review
- School of Virtual and Extended Reality
- Trustee Orientation Schedule One Full Day Template

3427

3428 Standard 4

- Academic Integrity Policy
- Accredited Programs List
- Alignment between the General Education Outcomes and NECHE 4
- AP Credit Equivalencies
- Articulation and Transfer Credit Agreements
- CLEP Credit Equivalencies
- Conservation Law Program
- Course Catalog
- Course Comparison from Maine Community Colleges to Husson University
- Curriculum Sheets
- DSST Credit Equivalencies (DANTES)
- ECAP Program
- Edmit: Evaluations Post Covid-19
- E-Series Form
- Examples of assessments from programs without specialized accreditation
- Examples of Specialty Accreditation Self-Studies
- General Education Course Approval Application
- General Education Outcomes

- General Education Site
- Guidelines for New Program Approvals
- Hearst Foundation Grant (2019)
- Husson Science Lab Redevelopment 2021
- List of Accreditors
- Maine Department of Labor Employment Data
- NESCom's mobile television
- Non-Accredited Program Annual Review
- Non-Accredited Program Annual Review Schedule
- Non-Accredited Program Annual Update Template
- Non-Accredited Program Cyclical (5-Year) Template
- Office of Assessment Mapping Site
- Office of Assessment Website
- Office of the Provost - Documents
- Physical Therapy Residency Program
- Psychology Curriculum Map
- Research skills badges
- Ronan Center for Financial Technology
- Sawyer Library portal
- School of Business Advisory Board
- School of Education Advisory Board
- School of Virtual and Extended Reality
- Soaring Eagle Pro-Bono Clinic
- Student Learning Outcomes (Course Catalog)
- Syllabi
- Syllabus Template Digital Training
- Syllabus Template for 2020-2021
- Title IX
- Writing Intensive Criteria

3429

3430 Standard 5

- 2021 US News and World Report Survey data on Social Mobility
- 24-Hour Online Tutoring
- Appreciative Advising Model
- Clubs and Organizations Calendar
- College of Business (HAH) Fall 2021
- DEI Initiatives (Diversity, Equity, & Inclusion)
- DEI Strategic Plan
- Department Activity Reports
- ECAP Program
- Hannaford Brothers Inc. Gift
- Harold Alfond Foundation Grant
- NACAD Pillars of Academic Advising

- NESCom's mobile television
- Non-Discrimination Policy
- Remote Counseling Services
- Research skills badges
- Ronan Center for Financial Technology
- School of Virtual and Extended Reality
- Soaring Eagle Pro-Bono Clinic
- Student Grievance Policy
- Student Life Activities Log
- Student Life Events
- Title IX

Standard 6

- 2020 US Census
- Association of College and University Educators (ACUE) Program
- CESNET-L
- College of Business (HAH) Fall 2021
- Davis Education Foundation Grant 2022
- DEI Initiatives (Diversity, Equity, & Inclusion)
- DEI Strategic Plan
- Faculty Handbook
- Faculty's scholarly work
- Hannaford Brothers Inc. Gift
- Harold Alfond Foundation Grant
- Hearst Foundation Grant (2014)
- Hiring protocols for faculty
- HU Research and Education Center on Marshall Road
- NIH and FDA Grants
- Non-Discrimination Policy
- Overview of ADP
- Scholarship expectations by units
- Syllabi

Standard 7

- 2017-2020 Human Resources Strategic Plan
- 2019 Human Resources Strategic Planning
- 3-year-forecast
- Annual financial statement audit Barry Dunn 6/30/2021
- College of Business (HAH) Fall 2021
- Community of Interest Donations
- Davis Education Foundation Grant 2022

- Department of Information Technology Policies
- Economic Outlook
- Employee Handbook
- Employee Supervisor Training
- Faculty Handbook
- Federal Audit Clearinghouse
- Federal Grants compliance Barry Dunn
- Fiscal Reporting (P.22-23)
- FY22-23 budget
- Giving Day 2022
- Hannaford Brothers Inc. Gift
- Harold Alfond Foundation Grant
- Harold Alfond Relationship w/ Husson Community Press Release
- Hearst Foundation Grant (2014)
- Hearst Foundation Grant (2019)
- Hiring protocols for faculty
- HU Research and Education Center on Marshall Road
- IT Strategic Plan FY 2021
- IT: Continuity and disaster recovery
- Key Performance Indicators
- Library survey of Pharmacy Faculty
- MEREDA's 2021 Notable Project Recipients
- NIH and FDA Grants
- Non-Discrimination Policy
- Overview of ADP
- Retirement plan Audit Barry Dunn
- Sawyer Library portal
- School of Business Advisory Board
- Shaping Our Future Campaign
- Shaping our Future Strategy Implementation Matrix
- Sightlines - Deferred Maintenance Plan
- Sightlines -Capital Projections
- Standards for Libraries in Higher Education
- Stephen and Tabitha King Foundation Donation
- University Policies
- VENA Investment

Standard 8

- 2021 US News and World Report Survey data on Social Mobility
- Academic Integrity Policy
- Accredited Programs List
- Alignment between the General Education Outcomes and NECHE 4
- Association of College and University Educators (ACUE) Program

- COSH Program Evaluation
- Course Catalog
- Department Activity Reports
- Edmit: Evaluations Post Covid-19
- Eduventures sample report (2018)
- E-Series Form
- Examples of assessments from programs without specialized accreditation
- Examples of Specialty Accreditation Self-Studies
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- Non-Accredited Program Annual Review Schedule
- Non-Accredited Program Annual Update Template
- Non-Accredited Program Cyclical (5-Year) Template
- Office of Assessment Mapping Site
- Office of Assessment Website
- Physical Therapy Residency Program
- Psychology Curriculum Map
- Remote Counseling Services
- Strategic Initiative Indicators
- Student Learning Outcomes (Course Catalog)
- Syllabi Memo
- Syllabus Template Digital Training
- Syllabus Template for 2020-2021

Standard 9

- Annual financial statement audit Barry Dunn 6/30/2021
- College of Business (HAH) Fall 2021
- Department Activity Reports
- Employee Handbook
- Examples of Specialty Accreditation Self-Studies
- Faculty Handbook
- Federal Audit Clearinghouse
- Hannaford Brothers Inc. Gift
- Harold Alfond Foundation Grant
- Hearst Foundation Grant (2014)

- Husson University Organizational Chart
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- Student Grievance Policy
- Title IX