Maine Maritime Academy

Castine, Maine

04420

PROGRESS REPORT

to the

New England Association of

Schools and Colleges,

Commission on Institutions

of Higher Education

January 2010

INTRODUCTION:

The Academic Dean assembled this report with oversight of an *ad-hoc* committee consisting of the following members.

- Vice President of Academic Affairs and Dean *Dr. John Barlow –chair*
- Associate Academic Dean – *Professor Joceline Boucher*
- Director of Information Services *Lisa Roy*
- Vice President of Advancement *Ellie Courtemanche*
- Associate for Public Affairs *Janice Zenter*
- Chair of Arts and Science Department, Chairperson of the Outcomes Assessment Group, and Evaluator - Bath Iron Works Associate Degree Program *Professor Susan Loomis*

The report addresses the three areas of concern expressed in the NEASC Commission on Institutions of Higher Education letter to Maine Maritime Academy of April 18, 2007:

1. building the institution's capacity in information technology and information systems;

2. using the results of integrated planning and assessment activities to inform and improve institutional effectiveness and decision-making;

3. ensuring that the electronic and print information available to its own community and to the public are consistent and up to date.

In addition to the areas above we include preliminary progress on two possible joint degree programs that, if implemented, would be substantive changes to the institution.

INSTITUTIONAL OVERVIEW:

Maine's proud maritime heritage thrives at Maine Maritime Academy (MMA), an institution of higher learning providing undergraduate and graduate instruction in engineering, transportation, marine sciences, maritime management, and international business and logistics. In addition, the college prepares a portion of its students to be officers in the U.S. Merchant Marine and the armed forces of the United States.

Maine Maritime Academy's mission is:

> *to provide a quality education primarily focused on marine related programs. The curriculum will empower students to take on leadership roles, encourage rigorous self-discipline, promote curiosity, and provide graduates with the skills and knowledge needed to succeed in the global economy.*

The Academy's 35-acre, 17-building campus occupies the tip of a peninsula at the head of Penobscot Bay close to Acadia National Park, Deer Isle, and other notable Maine attractions.

The campus is in the historic coastal village of Castine. The lower campus along the Castine waterfront has academic buildings, offices, shops, and facilities for a 500 foot training ship *State of Maine*, numerous small craft, a research vessel, and the historic sail training ship *Bowdoin*. The nearby upper campus has classrooms, a library, athletic facilities, a student center, a dormitory, and administrative offices. Additionally, the Academy oversees academic programs at the teaching facility of Bath Iron Works in Bath, Maine, and offers a joint degree program with The Landing School in Kennebunkport, Maine.

MMA's permanent faculty of 59 is supplemented by 18 permanent staff who teach labs and run specific training programs and approximately 21 adjunct faculty who teach electives and required general education courses. On an as-needed basis, adjuncts also cover sabbaticals, offer special electives, and provide release time for permanent faculty.

Academic Programs:

Table 1 lists all current academic programs. We have developed a unique niche in Maine's higher education with a primarily Bachelor's degree, career-oriented focus. In the last five years, the Academy has added one undergraduate major (Power Engineering Operations), and terminated a joint Associate in Sciences degree program with Electric Boat Ship Yard of Groton, CT. At the graduate level, MMA stopped offering an International Business major in 2008.

Table 1. Undergraduate majors offered by Maine Maritime Academy

Department	Major	Degree
Arts and Sciences	• Interdisciplinary Studies	B.S.
Engineering	• Marine Engineering Operations	B.S.
	• Marine Engineering Technology	B.S.
	• Marine Systems Engineering – Non License Track[a]	B.S. (4 y)
	• Marine Systems Engineering – License Program	B.S. (5 y)
	• Power Engineering Operations	B.S.
	• Power Engineering Technology	B.S.
	• Ship Design[b]	A.S.
	• Ship Production[b]	A.S.
International Business and Logistics	• International Business and Logistics	B.S
	• Global Supply Chain Logistics	M.S.
	• Maritime Management	M.S.
Marine Science	• Marine Biology	B.S.
	• Marine Science	B.S.
Marine Transportation	• Marine Transportation Operations	B.S.
	• Small Vessel Operations	B.S.
	• Small Vessel Operations	A.S.
	• Small Vessel Systems[c]	A.S.
	• Small Craft Design[c]	A.S.

[a] name changed in 2007 from Marine Systems Engineering – Design
[b] offered to employees of Bath Iron Works, Bath, ME
[c] offered jointly with The Landing School of Boatbuilding, Kennebunkport, ME

Enrollment at Maine Maritime Academy is presently 923 undergraduates, 18 graduate students, and 85 apprentices at the Bath Iron Works Associates Degree program. This past year the Academy stopped accepting new student applications in May due to capacity considerations and presently has the highest enrollment in the history of the institution.

Interest in our programs and recruitment remains high. We note however that in future years the decline in Maine's secondary school population will make recruitment of new students more difficult.

AREAS OF FOCUS AS REQUESTED BY THE COMMISSION:

1. Building the institution's capacity in information technology and information systems.
At the time of the last NEASC site visit in 2006, the consulting group Baker, Newman, and Noyes had just completed an external review of our information technology and systems. The consultant's audit recommended a number of steps to improve MMA's information technology capacity. Key among the concerns was a lack of on-going investment in technology maintenance, insufficient staffing, and a need for information systems controls.

Information Technology serves all of the Academy's information technology and information systems needs. The Chief Technology Officer reports directly to the vice president of finance, administration and government affairs, and regularly both to the trustees and to an Information Technology Steering Committee consisting of three vice presidents. Information Technology has addressed all of the audit's primary and secondary issues and is working on the remaining tertiary issues.

Adopting better budgetary controls was essential to improve the Academy's capacity in information technology and systems. Towards this end, the Chief Technology Officer oversees a single information technology budget (the result of the consolidation of various departmental computing budgets) and approves and purchases software and hardware campus-wide. Information Technology also processes all software and hardware maintenance contracts.

In the last three years, the Academy has completed many hardware and software improvements. These include replacement of all networking equipment (routers and switches); updating of network wiring; implementation of campus-wide wireless networking; and installation of a network access control system (Bradford Networks) and a network monitoring system (Neggios). We also lowered costs and increased bandwidth via a University of Maine/Time Warner fiber connection.

To improve data security, we have created a limited-access facility complete with SAN (Storage Area Network, for data reliability and redundancy), a generator, and an air conditioning and air handling system. Multiple servers now insure application availability and redundancy. The department has also standardized server hardware, software platforms, and operating systems.

Besides the physical improvements to database security described above, other new measures are helping to safeguard institutional data. These include use of a centralized back-up system, a replicated-backup-to-remote device at a separate campus facility, and automated periodic data "snapshots" (via SAN technology). An offsite, long-term backup storage is planned, as is a replication-to-disaster-recovery SAN to be located in Orono, Maine. Progress is continuing on data-archiving policies, retention, and mechanisms.

A hardware-refresh policy, implemented three years ago, has resulted in improved economy and more efficient budgeting. The policy specifies replacement of laptops every three years and desktops every four years. Unless otherwise warranted, an employee is issued only one desktop or laptop is issued. Moreover, we have gone to a single vendor (Lenovo), and have standardized all computer operating systems and applications. Networked, multi-function devices have largely replaced costly inkjet printers. The Academy has attained self-maintainer status for hardware repair, and has made significant progress in building its onsite repair depot.

Helping faculty, staff, and students has become a top MMA Information Technology priority. Two years ago the department implemented a HelpDesk appliance (Kbox) enabling users to register their help requests (by taking an electronic "ticket") and then to monitor progress towards the resolution of problems. This approach treats work requests equally and achieves better records and use of staff time. Longer hours and increased staffing have benefited walk-in users (especially students) seeking technical help. An imaging and update appliance (Kbox) automatically deploys system patches, performs system updates, and tracks software inventories for license compliance.

The technology improvements and security advances described here have roughly coincided with the implementation of a unified student information system. In summer 2009, Information Technology completed the consolidation of 29 disparate databases into a single PowerCampus/Great Plains database. SunGard Higher Education supplied the integration between PowerCampus and Great Plains software, and MMA Information Technology staff converted and cleaned the existing data. All campus departments now rely to various degrees on this system, some having data entry privileges, others having only end-user, "Portal" access. Academic, admissions, and employee records, and advancement and alumni data are in the new system.

Students registered online with the new system for the first time in fall 2009. The registration process supplies "real-time" enrollment data to the faculty and Registrar alike. Students can routinely access financial, academic, and other pertinent data online from the system's secure site. Advisors track advisee progress with the system, and faculty enter final grades in it are part of students' permanent records. Faculty use the system to deliver and manage course content, and students can use the system to monitor grades and assignments online. Course delivery features in the new system will replace the existing BlackBoard course delivery platform in spring 2010. Faculty and students at the Academy's Bath Iron Works program have access to these features.

A few system features (campus-wide electronic purchase requisitions, time card submissions, alerts for students in academic trouble, and an online bill payment and donation system) are still pending. Information Technology will continue to work with Academy departments and with SunGard Higher Education to implement most of these in 2010. Meanwhile, members of a PowerCampus user group formed in 2009 meet to address system wide issues affecting users across campus. This group is responsible for creating standard operating procedures for using the system and helping to determine best practices and work flow.

Several academic departments require specialized servers or software for purposes such as computer assisted drafting and equipment or facility simulation. Information Technology works with the academic departments to use license servers where feasible. It is involved fully in the installation of updates and replacements of major electronic teaching facilities. These include a bridge simulator (which simulates the navigation and deck controls of a ship in a variety of shipping lanes and harbors); a new LNG simulator (which simulates the plumbing and controls of a liquefied natural gas tanker); and the Miller/Bergen simulator (which simulates the controls of a power generation facility). The department also recently created a limited-access audio textbook site for the academic dean's office to serve students with disabilities.

A comprehensive overhaul of the Academy's existing information technology policies and procedures has accompanied the substantial improvements noted above. This ongoing effort consists of documenting standard operating procedures, change management, and project planning. Information Systems is aware that the many recent campus technology and information systems improvements reach broadly across campus, into all Academy departments, and across a wide spectrum of users. The department remains committed to building institutional capacity in information technology and systems, while making the changes necessary to achieve this as simple as possible for users.

2. Improving institutional effectiveness through integrated planning and assessment.
The Academy continues to advance the coordination of its assessment, planning, and evaluation programs towards the goal of complete integration. In the last two years, we have focused specifically on better integration of planning and assessment, and on improvements to the data collection efforts necessary to support these two activities.

While Section 1 (above) reviews recent improvements to institutional data collection capacity more fully, we note here that we expect these have positive and significant influences on planning and assessment activities at the Academy. The difficulty of obtaining what were often incomplete, and sometimes unreliable, data scattered across multiple departments has long thwarted MMA's planning and assessment initiatives. In academic year (AY) 2009, Information Systems consolidated twenty-nine separate databases into a single, campus-wide data system. Numerous meetings and data entry workshops, begun in AY2008, have helped to ensure the reliability and utility of the system to all departments. The addition of a data analyst position in AY2010 has assisted in data retrieval from the new system.

Effective planning and assessment derive from and advance an institution's mission. This is apparent at MMA's highest level of planning – the institutional strategic plan. Since this guiding document's last revision in AY2007, the Academy has acted on each of its four strategic goals.[1] Notable achievements of the plan's objectives are two measures to strengthen the academic

[1] These goals are, briefly, to: improve the quality of student learning and life; maintain a diversified and optimally sized student body; balance financial viability, affordability, and stability; and enhance the sense of community among stakeholders.

program: higher salaries for faculty in hard-to-hire fields, and a more nurturing and well-planned faculty advancement process.

In certain engineering and business fields, the hiring of new faculty at the Academy has been constrained by an inability to offer regionally competitive salaries. Numerous prospective faculty either did not apply, or did not accept Academy offers. In AY2007, a visiting team from ABET, Inc. voiced concern that the Systems Engineering program could not competitively attract talented faculty. In response to administrative requests, the collective bargaining agreement of August 2009 was structured to provide for up to 12% higher salaries[2] in specific disciplines where programmatic accreditation agencies articulate concerns.

Collective bargaining also has resulted in the creation of a Labor Management committee in 2006, and through this committee, in a stronger and more responsive system of faculty development and evaluation. Committee members (union representatives from each academic department and the provost) devised and recommended the new system in AY 2009. The provost is implementing the system in phases beginning with the current academic year. At its core are individualized, faculty advancement plans developed by the faculty member for a three to five year period in consultation with the department chair and provost. The new system helps address a perceived lack of clarity in recent years regarding institutional requirements for, and definitions of, scholarship and development.

The new system for faculty advancement connects directly to departmental and institutional planning. Faculty advancement plans specify necessary resources; approval by the chairs and provost helps ensure those resources are anticipated and provided. Faculty consider departmental needs for curricular development and resources in their plans; this assists the academic departments to develop in predictable and sustained ways. Beginning in AY2013, as the provost phases the new system into the faculty evaluation process, the faculty evaluation committee will assess achievement in part according to the faculty member's stated plan. This in turn will encourage faculty to take responsibility for advancement through measured and documented development.

Acting on projections from the Academy's 2006 comprehensive self-study, the provost has initiated periodic, department-wide strategic planning in five academic departments[3]. The effort began with a spring 2009 faculty workshop to foster understanding of the link between MMA's strategic plan, the institutional mission and vision, and the individual departments. Each department will subsequently hold its own workshop in spring 2010 to draft a departmental strategic plan; the provost will review the drafts in consultation with the chairs in AY2011. The provost has further requested all departments develop additional oversight by convening their boards of professional visitors on an annual or more frequent basis.

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[2] as compared to the highest salaries for assistant, associate, and professor ranks.

[3] Arts and Sciences, Engineering, International Business and Logistics, Marine Sciences, and Marine Transportation.

As the academic departments plan, they will be encouraged to base their instructional strategic goals on outcomes assessment data. In AY2010, the Outcomes Assessment committee finished compiling an initial "learning matrix" for the undergraduate courses of each academic department. A learning matrix charts the level at which each course in the department addresses the Academy's institutional objectives (see Table 2). The committee has similarly charted matrices for non-academic programs (such those within the Regiment of Midshipmen, and Student Services) where students gain exposure to institutional objective areas.

Table 2. MMA's institutional objectives for baccalaureate students.

Objective	Outcome
I	Demonstrate competency in written and spoken English.
II	Apply scientific methodologies, apply basic concepts of mathematics and science, and be computer proficient.
III	Gain a perspective on the social sciences, including knowledge about the interaction of human groups, of world and U.S. history, institutions, and economic systems.
IV	Demonstrate an ability to reflect on the impact of technology on society, which should inform intelligent action.
V	Acquire a basic knowledge of the humanities, such as literature, art, and music, and appreciate their impact on the individual and on society.
VI	Gather, analyze, and interpret data.
VII	Demonstrate competency in a major field and understand its relevance to a profession.
VIII	Deal creatively and realistically with personal, community, national, and international concerns.
IX	Think logically, act rationally, and make appropriate decisions about the future based on past and present conditions and circumstances.
X	Understand ethics and aesthetics that provide a foundation for the development of a value system that can be translated into effective social action.
XI	Cultivate a sense of curiosity and a sense of beauty and practical wisdom in life.

The matrices have generated much excitement within the Outcomes Assessment committee. Its members view the charts as an extremely useful result of a ten year effort to create a campus-wide culture of outcomes assessment at the Academy. The matrices will always be works in progress (as curricula change; as consensus is reached on what each level of achievement represents; as discussion ensues on acceptable levels for undergraduate achievement) but even initially they are helping to pinpoint programmatic strengths and weaknesses. The Arts and Sciences matrix, for example, reveals that the humanities minor does not necessarily lead to upper-level competency in the humanities-related institutional objectives; the Arts and Sciences department plans to revise the minor's required course sequence.

Using the matrices, committee members have begun charting the curricular paths of selected recent graduates with respect to the learning outcomes. In this way, they can assess the average and highest level at which a selected B.S. graduate is expected to attain competency in the eleven institutional objectives. Initial results (based on only one or two students per major) suggest this approach will prompt additional curricular modifications. Members of the committee suggest that revisiting and updating the institutional objectives may be in order once they report these data to the faculty at large.

Faculty and departments seeking changes to curricula submit proposals to the Faculty Senate's Curriculum and Review committee. Acting on a projection in the 2006 self study, the committee

revised its proposal format in AY2009 in an attempt to document the assessment data upon which changes are proposed. Though the form appears inadequate to the task (the academic department chairs have called for its revision, and the provost's office will suggest changes to the committee), its use conveys the necessity of basing decisions on outcomes and assessments.

The Evaluation and Review Committee, consisting of faculty and administrative members, reviews all Academy programs on a six-year cycle; it recommends actions to the administration and trustees based on the reviews. In the last academic year, for example, the committee reviewed the Admissions, Bath Iron Works Apprenticeship Associate's Degree, Financial Aid, Registrar's Office, Residential Life, and Student Health programs. Since its inception (in AY2004), the committee has examined the effectiveness of each program, but did not review its own effectiveness until AY2008. Members spent the fall of that year documenting the actions and improvements that programs had made in response to the committee's suggestions. The study shows that programs acted on a majority of the committee's recommendations.

We anticipate continued Academy-wide progress in integrating planning, evaluation, and assessment activities going forward. The elements for this are now in place: a single database and improved data reporting system; increasing appreciation of the power of data- and outcomes- based decision making; enhanced understanding at all levels of the institutional mission and strategic goals; and more. Lastly, we embrace the opportunity to provide our next president with these resources to lead our mission and strategic plan forward when he takes office in May 2010.

3. Ensuring that the electronic and print information available to its own community and to the public are consistent and up to date.

In light of communications concerns raised in by the NEASC visiting team in 2007, the Academy reorganized its administrative structure. Before, Development and Alumni Affairs each reported separately to the president, and the Office of Public Affairs reported to the vice president for enrollment management. The Academy's new advancement division brought all three functions together under a vice president. This structure has enhanced the Academy's ability to communicate effectively, efficiently, and consistently with internal and external constituencies.

The vice president for advancement subsequently convened a broad based committee to address campus wide strategic communications issues. Membership includes faculty and representatives from Information Systems, Student Services, Admissions, Advancement (including those in development, alumni affairs and public relations), Human Resources, Facilities, and Athletics.

The committee's goal is to bring consistency to non-scholarly electronic and print communications written for and about MMA. Currently, our media present a great variety of unofficial images and themes with minimal oversight. The outcome of the group's work will be an identity manual that details the graphics, language, and web standards for MMA. These

standards will not only help us convey a unified image to our constituencies, they will also make the work of staff and vendors easier, more cost effective, and more convenient.

As part of its task, the committee is addressing existing communications policies and needs, along with new or revised programming, organizational structures and areas of responsibility, and allocation of institutional resources. Using the NEASC Standards for Public Disclosure and the findings of our internal self-study as our guide, the manual will also define a series of measurable objectives for communications excellence, and an annual outcomes assessment and continuous improvement program for public disclosure topics. We have already begun aligning our web publications to reflect the need for greater public disclosure of our measures of student success.

The committee held an initial meeting in September 2009 to review its charge and understand the challenges ahead. It then broke into three smaller working groups which will meet into spring 2009 to address the Academy's web-based communications, its visual identity (logos, marks, etc.), and its core messages and external relations policies. The three working groups are seeking input from a variety of sources (students, faculty, staff, trustees, alumni, parents) and exploring best practices both on and off campus. The full committee will reconvene in January 2010 to review progress and once again in April 2010 to finalize its findings and recommendations. The timing of the final report shall not preclude any preliminary action of policy clarification that takes place during the academic year.

Other work on the Academy's websites and electronic presence (by the Information Technology department) was necessarily delayed until the unified student information system (see Section 1, above) was implemented in 2009. The new system is the framework for all of our internal (and soon, our external) website. Our web designer (a position created in fall 2009), is presently reviewing all Academy websites to identify needs and solutions, and sits on all three of the communications working groups described above.

We anticipate creating in the next several years a seamless electronic presence for the Academy that will direct internal and external users to appropriate content. Done in house, this initiative will adhere to the policies for electronic communications and the identity manual that arise out of the committee work described above. We further anticipate unification of our print and electronic materials, strengthened guidelines and oversight of public disclosure, and improvements to our public image resulting from these efforts.

NEW PROGRAM INITIATIVES:

Maine Maritime Academy has a long association with the Dokul Eylul University of Ismir, Turkey. Over the past decade we have had numerous student and faculty exchanges. Both MMA and Dokul Eylul are members of the International Association of Maritime Universities.

Looking to a future of strong enrollment, and desiring to enhance cultural diversity on campus with possibilities for study abroad, we are presently exploring a joint Bachelor of Science degree program with Dokul Eylul University. For Turkish students the program would provide one year of intensive English language study after high school graduation, a first college year at Dukul Eylul University, two years at Maine Maritime Academy, and a fourth year back at Dukul Eylul University. Students would major in one of three areas: International Business and Logistics, Marine Transportation, or Marine Engineering Operations.

MMA students could participate in a reverse exchange with one year at the Academy, two years at Dukul Eylul, and a final year at the Academy. Due to its regulations, the US Coast Guard will not approve licenses for US citizens in the Marine Transportation and Marine Engineering Operations degrees[4]. Turkish authorities will approve the US training as qualifications for Turkish deck or engineering license.

We are also in the process of developing is a joint associate's degree program with Western Kentucky Community Technical College. This will primarily be an online degree tailored to the inland barge industry. The prospective degree will open career opportunities in an industry not traditionally available to our graduates and which has a high demand for trained mariners. The development of an Inland Barge Associates in Science degree is being supported by the inland barge industry and will introduce post secondary education opportunities to that industry that have not existed in the past. For Maine Maritime Academy, it represents an opportunity to develop our online educational capacity and to serve a major segment of the maritime industry not yet served by any maritime college.

We have been in discussion with NEASC's Commission on Institutions of Higher Education staff and are still in the early stages of development with these two proposals. We recognize that both proposals are substantive changes and most likely will not be ready for submission to the Commission until spring 2010 at the earliest.

[4] Students in these Maine Maritime Academy majors must obtain a US Coast Guard license as a degree requirement.

January 19, 2010

Maine Maritime Academy
Weekly Admissions Report

MAJOR	Grand Total	PENDING	ACCEPTS	APP/PACC	DEPOSITS	DEPOS (PROV)
Interdisciplinary Studies	7	6	1			
International Business & Logistics	69	54	9	4	1	1
Marine Biology	92	66	23	2	1	
Marine Engineering Operations	90	65	13	5	4	3
Marine Engineering Technology	98	59	28	3	8	
Marine Science	24	16	6		2	
Marine Systems Engineering	33	24	6		3	
Marine Systems Engineering Design	14	13	1			
Marine Transportation Operations	184	119	39	14	11	1
Power Engineering Operations	25	16	7	1	1	
Power Engineering Technology	49	38	8	2	1	
Small Craft Design	4	3			1	
Small Vessel Operations	57	40	8	3	5	1
Undeclared	1	1				
Grand Total	**747**	**520**	**149**	**34**	**38**	**6**
RESIDENCY	**Grand Total**	**PENDING**	**ACCEPTS**	**APP/PACC**	**DEPOSITS**	**DEPOS (PROV)**
ME/F	59	35	17	5	2	
ME/M	303	205	55	17	22	4
OUT/F	66	41	20		4	1
OUT/M	319	239	57	12	10	1
Grand Total	**747**	**520**	**149**	**34**	**38**	**6**
GENDER	**Grand Total**	**PENDING**	**ACCEPTS**	**APP/PACC**	**DEPOSITS**	**DEPOS (PROV)**
F	125	76	37	5	6	1
M	622	444	112	29	32	5
Grand Total	**747**	**520**	**149**	**34**	**38**	**6**

TOTAL	Total number of applications for action.
PENDING	Awaiting information for an admission decision.
ACCEPTS	File complete . Applicant is accepted
APP/PACC	File complete . Provisional accept. Applicant is admitted with conditions.
DEPOSIT	Accepted applicant paid enrollment fee.
DEPOS (PROV)	Provisionally accepted applicant paid enrollment fee.
ME/F	Female applicants from Maine.
ME/M	Male applicants from Maine.
OUT/F	Female applicants from out of Maine
OUT/M	Male applicants from out of Maine

Admissions Weekly Report

Tuesday, January 20, 2009

This Year	Applied	Admitted	Deposit	Yield
In State	304	141	22	15.6%
Out of State	356	110	23	20.9%
Female	109	47	8	17.0%
Totals	660	251	45	17.9%

Last Year	Applied	Admitted	Deposit	Yield
In-State	273	105	23	21.9%
Out-State	331	105	20	19.0%
Int'l	1			
Female	118	51	11	21.6%
Totals	605	210	43	20.5%

JAN Transfers - 8 students entered on 1/12/09.

		This Year			Last Year		
		Applied	Admitted	Deposit	Applied	Admitted	Deposit
Engineering							
MEO	In State	39	20	4	33	10	3
	Out of State	43	14	2	40	14	2
	Female	6	2		3	2	
MET	In State	39	20	3	43	19	3
	Out of State	33	14	5	22	6	3
	Female	1			2		
MSE5	In State	11	5		10	3	1
	Out of State	16	7	1	17	4	
	Female	4	2		4	2	1
MSE4	In State	4	1		4	1	1
	Out of State	8	1		5		
	Female	3	1		2	1	1
PEO	In State	21	8	1	8	2	
	Out of State	5			3	1	
	Female						
PET	In State	40	21	4	24	8	2
	Out of State	9	3		9	2	
	Female	3	2		2	2	1
Interdisciplinary							
IDS	Out of State	6			4		
	Female	1					
Int'l Business & Logistics					In-St 3	1	
IBL	In State	52	22	2	45	17	3
	Out of State	34	8	1	34	9	1
	Female	33	18	2	19	9	3
Marine Transportation							
SCD	Out of State	4	2		7	1	
	Female	1	1				
SCS	In State	1					
	Out of State	3					
	Female						
MTO	In State	48	24	4	49	20	5
	Out of State	111	33	8	102	46	9
	Female	8	3		16	10	1
SVO	In State	20	6		Int'l 24	10	3
	Out of State	27	9	3	26	11	4
	Female	2	1		12	7	1
Ocean Studies							
MB	In State	21	10	3	23	13	2
	Out of State	40	12		49	8	1
	Female	37	13	3	50	16	3
MS	In State	8	4	1	4	1	
	Out of State	17	7	3	13	3	
	Female	10	4	3	8	2	

Inquiries	In	Out	Sum
2009-10	837	1,270	2,107
2010-11	222	251	473
2011-12	52	51	103