



# NEAS&C 2018

## ACCREDITATION SELF-STUDY

Prepared for a Comprehensive Evaluation of the College  
by the Commission on Institutions of Higher Education,  
New England Association of Schools and Colleges.

SUBMITTED FEBRUARY 2018

**SUCCEED HERE**



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## Institutional Characteristic Form

Date January 13, 2018

1. Corporate name of institution: Northern Maine Community College
2. Date institution was chartered or authorized: June 17, 1961
3. Date institution enrolled first students in degree programs: March 1963
4. Date institution awarded first degrees: March 1964

5. Type of control:

Public

State

City

Other

(Specify) \_\_\_\_\_

Private

Independent, not-for-profit

Religious Group

(Name of Church) \_\_\_\_\_

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? Maine State Legislature

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

Less than one year of work

At least one but less than two years

Diploma or certificate programs of at least two but less than four years

Associate degree granting program

First professional degree

Master's and/or work beyond the first professional degree

Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

A doctor of philosophy or

of at least two years

equivalent degree

Four- or five-year baccalaureate program

Other doctoral programs degree granting

Other (Specify)

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

Occupational training at the crafts/clerical level (certificate or diploma)

Liberal arts and general

Occupational training at the technical or semi-professional level (degree)

Teacher preparatory

Two-year programs designed for full transfer to a baccalaureate degree

Professional

Other \_\_\_\_\_

9. The calendar system at the institution is:

Semester     Quarter     Trimester     Other \_\_\_\_\_

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

a) Undergraduate    15 credit hours

b) Graduate    \_\_\_\_\_ credit hours

c) Professional    \_\_\_\_\_ credit hours

11. Student population:

a) Degree-seeking students: Fall 2017

	Undergraduate	Graduate	Total
Full-time student headcount	421		421
Part-time student headcount	420		420
FTE	515		515

b) Number of students (headcount) in non-credit, short-term courses: 350

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Accounting	Accreditation Council for Business Schools & Programs	1993	2011	2021
Business Administration	Accreditation Council for Business Schools & Programs	1993	2011	2021
Automotive Collision Repair	National Automotive Technicians Education Foundation	2000	2016	2019
Automotive Technology	National Automotive Technicians Education Foundation	2001	2013	2018
Diesel Hydraulics	National Automotive Technicians Education Foundation	2002	2016	2019
Emergency Medical Services	Commission on Accreditation of Allied Health Education Programs (CAAHEP)/ Commission on American Emergency Medical Services Profession (CoAEMSP)	2014	2018	2023
EMS Paramedic	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2014	2018	2023
Medical Assisting	Medical Assisting Educational Review Board	2013	2013	2018
Nursing	Accreditation Commission for Education in Nursing	1986	2011	2019
Precision Machining Technology	National Institute for Metalworking Skills	2007	2017	2022

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			
Houlton, Calais		XXX	
B. Out-of-state Locations			
None			

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
None		

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

Name of program	Degree level	% on-line	FTE
None			

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
None				

17. List by name and title the chief administrative officers of the institution.

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Jean Ginn Marvin	Chair	2016
President/CEO	Timothy Crowley	President	2002
Chief Academic Officer	David B. Raymond	Interim Academic Dean	2018
Chief Financial Officer	Michael Williams	Director of Finance	2013
Chief Student Services Officer	William Egeler	Dean of Students	1992
Planning			
Institutional Research			
Assessment			
Development	Dottie Martin	Dean of Development & College Relations	2018
Library	Gail Roy	Assistant Dean of Learning Resources	2008
Chief Information Officer	Barry Ingraham	Dean of Technology & Facilities	2015

Continuing Education	Leah Buck	Assistant Dean of Continuing Education	1995
Grants/Research			
Admissions	Wendy Bradstreet	Director of Admissions & Outreach	2017
Registrar	Betsy Harris	Registrar	1994
Financial Aid	Norma Smith	Director of Financial Aid	2014
Public Relations	Dottie Martin	Dean of Development & College Relations	2018
Alumni Association			

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

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- 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:

Year	Event
1961	Meeting of Sen. Augusta K. Christie, Rep. Harold L. Stewart & City Manager John Henchey on possibility of establishing vocational institute
	Northern Maine Vocational Education Commission study
	L.D. 1542 passed, signed by Gov. John H. Reed; creates Northeastern Maine Vocational Institute (NMVI)
1963	Practical nursing program moved to NMVI from Aroostook State College
	First group of students (78) enroll at NMVI in automotive service, carpentry construction, electrical construction, practical nursing
1964	Name changed to Northern Maine Vocational Technical Institute (NMVTI)
1968	Library established
	Business Education Department seeks accreditation
1970	Augusta K. Christie Building completed; first permanent building
	NMVTI granted authority to grant Associate in Applied Science Degree in Business Administration
1972	Roland B. Andrews Hall completed
1975	Building Trades Shop completed
	Authorized to confer associate degrees in Trade & Technical Programs
	Accredited by NEAS&C for three years
1979	Multi-purpose addition to Christie Building completed
1980	Apartment-style student housing complex completed
1981	Accreditation renewed for 3 years
1986	Maine Vocational Technical Institute System created
	Christie Complex wing complete; Library & Nursing move in
1989	Maine Vocational Technical Institute System renamed Maine Technical College System by legislature

<b>1999</b>	Associate in Arts degree added
<b>2003</b>	Maine Technical College System changed to Maine Community College System by legislature
	Early College for ME bridge program established for high school students
<b>2009</b>	Foundation for Maine's Community Colleges created to provide financial support for the colleges
<b>2015</b>	MCCS signs comprehensive block transfer agreement with the University of Maine System

Table of CIHE Actions, Items of Special Attention or Concerns

<b>Date of CIHE Letter:</b>	<b>January 28, 2014</b>		
Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standard Cited	Self-Study Page #
1. "Implement strategic plan"	Demonstrate that the strategic plan has been updated and implement.	Standard 2- Planning and Evaluation	21-22
2. "engaging faculty in the assessment of student learning, including efforts to support student retention, and in initiatives to assure comparable learning and advising outcomes across different instructional modalities"	Evidence that assessment of learning outcomes has been implemented across departments and has been used to improve retention.	Standard 4- The Academic Program	42-42 44-45 106-112
3. "completing its review of credit requirements in programs that exceed 60 credit hours"	Provide an update on the progress toward reduction of credit hours in our programs.	Standard 4- The Academic Program	42
4. "continuing to achieve its enrollment and financials"	Provide evidence of enhancement of enrollment and financial stability.	Standard 5- Students  Standard 7- Institutional Resources	22-24 61-62 90-94

## Introduction

In October 2016, President Timothy Crowley selected David Raymond, Chair of the Arts and Sciences Department, and Eric Pelkey, Arts and Sciences Department faculty member, to serve as the co-chairs of the Northern Maine Community College (NMCC) 2018 Self-Study. Raymond served as the coordinator of the self-study process and Pelkey served as the primary writer to give the document a singular, consistent voice. On October 13 and 14, Raymond joined Dr. Dottie Martin, NMCC’s Academic Dean, and Michael Williams, the college’s Director of Finance, at the 2016 Self-Study Workshop sponsored by the Commission on Institutions of Higher Education. These members of the NMCC team gained valuable insight into the self-study process from the workshop.

The campus’s existing committee structure served as the framework for the work of the self-study. This approach enabled the college to utilize the expertise of committee members, many of whom were long-standing members within their particular group, and to disperse the workload across the campus. The President, Academic Dean, and coordinators then chose co-chairs for each standard, each pair consisting of a seasoned employee with a more recently hired employee. Following the assignment of co-chairs, a meeting was held to introduce the teams to the self-study process. At this time, committees reviewed NMCC’s 2008 Self-Study Report, the standards, and the description. On January 5, 2017, Dr. Patricia O’Brien, SND, from the NEAS&C-CIHE office, visited the NMCC campus to provide an overview of the process to the campus community. She also conducted a workshop with the self-study co-chairs and answered questions regarding the process. After Dr. O’Brien’s workshop, the study participants had a firmer grasp of the process and better understood their roles within it.

During the 2017 spring semester, the committees convened to draft their standard’s description, appraisal, and projections. The committees submitted their drafts to the self-study co-chairs for review and revision. Next, the self-study co-chairs returned the drafts to the committee co-chairs for further modification. The management team also read the drafts and provided feedback. Upon completion, the report was placed on the campus network’s common drive for review and comment. Management and the community made suggestions, a final draft was completed, and in early October 2017, the college submitted the complete self-study draft to the NEAS&C office for review. The subsequent suggestions were taken back to the standard committees for revision. Finally, NMCC will hold an open forum for the campus and the local community on February 7, 2018 to solicit feedback to strengthen the self-study report.

<b>Standards</b>	<b>2018 Chairs</b>	<b>Committees</b>	<b>Members</b>	
Standard One: Mission and Purpose	Dottie Martin  Mike Williams	Mission Task Force	Barry Ingraham Dave Wyman Leah Buck Dwight Clayton Pam Buck Tammy Nelson	Jon Blanchard Sue Bernard David Raymond Mary Cornelio Bill Egeler
Standard Two:	Jon Blanchard	Strategic Planning	Sue Bernard Dottie Martin	Mary Cornelio Jon Blanchard

Planning and Evaluation	Jan Grieco		Dave Cote Wendy Bradstreet Leah Buck David Raymond Bill Egeler Betsy Harris Barry Ingraham Dwight Clayton Dave Wyman Gail Roy	Tammy Nelson Tammy Putnam Tim Crowley Pam Buck Greg Thompson Wendy Caverhill Mike Williams Charles Kelley Beth Hummel
Standard Three: Organization and Governance	Betsy Harris  Beth Hummel		Tim Crowley Tammy Nelson	Dottie Martin
Standard Four: The Academic Program	Shelli Good  Dwight Clayton  Michelle Collins	Curriculum	Wendy Bradstreet Dave Raymond Jan Grieco Pam Buck Sue Bernard Michelle Collins Nancy Cowett Jon Blanchard Betsy Harris, Ex Officio Dottie Martin, Ex Officio Bill Egeler, Ex Officio	Mary Cornelio Leah Buck Gail Roy Eileen McDougal Dwight Clayton Bob Collins Tammy Nelson
Standard Five: Students	Tammy Nelson  Brian Hall	Retention	Wayne Kilcollins Lori Smith Bill Egeler Jennifer Graham Maureen Connell	Eric Pelkey Johna Lovely Laura McPherson Norma Smith Jon Blanchard
Standard Six: Teaching, Learning, and Scholarship	Mary Cornelio  Gail Roy	Department Chairs	Mary Cornelio Pam Buck	Dwight Clayton David Raymond
Standard Seven: Institutional Resources	Pam Buck  Wendy Caverhill	Facilities	Pam Buck Robert Smith Jon Blanchard Michael Williams, Ex Officio Barry Ingraham, Ex Officio	Chuck Kelley Ryan Drost Tim Crowley, Ex Officio
Standard Eight: Educational Effectiveness	Eileen McDougal  Jessica Bartlett	Assessment	Pam Buck Gail Roy David Raymond Dave Wyman Dottie Martin, Ex Officio	Mary Cornelio Dwight Clayton Jan Grieco Heather Libby
Standard Nine: Integrity, Transparency, and Public Disclosure	Tom Richard  Maureen McConnell	Campus Communications Marketing	Eileen McDougal Jon Blanchard Maureen Connell Sue Bernard, Ex Officio	Brian Hall Wendy Caverhill

The co-chairs would like to thank Heather Libby for her technical support and Jennifer Graham for proofreading the self-study. The final product is measurably better because of their efforts.

**DATA FIRST FORMS  
GENERAL INFORMATION**

Institution Name: Northern Maine Community College

OPE ID: 0005760

		<b>Annual Audit</b>	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	June 30, 2017		
Most Recent Year		Yes	
1 Year Prior	-	Yes	
2 Years Prior	-	Yes	

Fiscal Year Ends on: June 30 (month/day)

Budget / Plans

Current Year	-
Next Year	-

Contact Person:	Michael Williams
Title:	Chief Financial Officer
Telephone No:	207-768-2712
E-mail address	miwilliams@nmcc.edu



## Institutional Overview

Since its founding, Northern Maine Community College has made technical education central to its mission. The institution has evolved over the years from a vocational technical institute to a technical college to a comprehensive community college. What has remained consistent throughout these changes is a steady focus on providing technical education that puts people to work. Northeastern Maine Vocational Institute (NMVI), the college's initial name, was founded in 1961. Following the closure of the Presque Isle Air Force Base, the citizens of Presque Isle, Maine, devised a plan for economic revitalization that included the school's founding. This group of citizens requested and received state support to make this vision of a vocational institute providing training in automotive service, carpentry construction, electrical construction, and practical nursing for the region a reality. The following year, the Maine Department of Education included NMVI in a system of vocational technical institutes created as part of a [Master Plan](#) to expand vocational education throughout the state. Subsequently, Northeastern Maine Vocational Institute's name was changed to Northern Maine Vocational Technical Institute (NMVTI).

At the outset, NMVTI accepted all applicants who had an interest or aptitude for their desired field of study, whether they had a high school diploma or not. Students who completed two years of study would receive a diploma deemed more than a high school credential but less than a college degree. Each diploma program's general education component included a limited number of courses (for example, English, mathematics, science) that applied academic skills and knowledge to meet the needs of the workplace. After several years, NMVTI upgraded the quality of education it provided in order to meet the growing technical demands of the workplace. In 1970, the institution added an Associate of Applied Science in Business to its diploma offerings. Eventually, most of the school's programs offered students the option to earn an Associate of Applied Science (AAS) as an alternative to the diploma. In 1975, NMVTI sought and received accreditation from the Commission on Technical and Career Institutions (CTCI) of the New England Association of Schools and Colleges to validate the quality of its degrees. In 1986, the Legislature of the State of Maine separated the Maine Vocational Technical Institute System (MVTIS) from the Department of Education in recognition of the changing nature of technical education. Next, the legislature convened an independent Board of Trustees to govern and set policy for the system. In order to coordinate its functions, the state legislature also created a system office.

Three years later, the legislature converted the MVTIS into technical colleges. The individual colleges within the system shifted from CTCI to the Commission of Institutions of Higher Education (CIHE). This transition demarcated a clear distinction between secondary and postsecondary technical education. It also spurred advancements in the quality and rigor of an education at Maine Technical College System institutions. Northern Maine Technical College (NMTC) applied for and received accreditation from CIHE in 2000, making it one of the first campuses in the system to do so. This validation of the academic quality of the education offered on MTCS campuses was vital to many technical programs that required education beyond the AAS credential to advance in the field as well as for students who sought to complete their general education requirements at the college before transferring to a baccalaureate program. In 1999, the college continued its evolution by offering an Associate in Arts in General Studies transfer degree, thereby completing the institution's transition from a technical college to a

community college. Other campuses within the system underwent a similar change, leading the legislature to pass legislation in 2003 that expanded the system's mission to include a liberal arts transfer function. The culmination of this evolutionary process was a complete transition from a vocational institute to a comprehensive community college.

The school initially offered four programs, employed seven faculty, and enrolled thirty students. Since these modest beginnings, the college has expanded to thirty-four certificate and degree programs of study offered across five academic departments: Nursing and Allied Health, Emergency Medical Services, Business Technology, Trade and Technical Occupations, and Arts and Sciences. Currently, the college employs thirty-eight faculty and serves the educational needs of 800 students. NMCC also serves approximately 1,600 students each year through non-credit business and industry training efforts. In 2014, the Aspen Institute College Excellence Program cited Northern Maine Community College as one of the nation's top 150 community colleges from among more than 1,000 community colleges across the nation. This recognition highlights the college's commitment to student success and community college excellence.

Notwithstanding these advances and accomplishments, NMCC has faced significant challenges since its 2008 Self-Study Report. The college has struggled to maintain a healthy enrollment. Its location in the northernmost part of the state, surrounded on both sides by Canadian provinces, creates financial and cultural barriers to recruitment. Another contributing factor to this problem is demographic in nature. NMCC is located in Aroostook County, which is Maine's largest county geographically, but the county only contains 5% of the state's population. In addition, Aroostook County's population is the oldest in the state, and Maine has the oldest population in the nation. This demographic reality translates into fewer college-aged students and declining enrollment for the college. Economically, Aroostook County's agricultural and lumber industries have been in decline for years. These factors have contributed to lower enrollment for the college, a circumstance that has consistently strained the institution's financial resources. This led to reductions in faculty, staff, and programs in 2012 and again in 2015. In response to these recent challenges, NMCC has begun to reassess how to provide quality education and training in an environment of declining enrollment and dwindling financial resources.

Since the previous self-study, the college has taken several substantive steps to address the concerns noted in the 2008 Report to the Faculty, Administration, Trustees, Students of Northern Maine Community College. NMCC has updated the [Strategic Plan](#), which had expired, in order to guide decision making at the institution. To better measure educational effectiveness, faculty develop, maintain, and upgrade plans and tools for assessment. Almost every academic program at the college has an assessment plan in place, and the programs currently lacking one are in the process of developing such plans. Just as the current [Maine Community College System \(MCCS\) Strategic Plan](#) identifies student retention as a key priority, NMCC has expressed its continued commitment to improving advising and retention. In an effort to make students' workload manageable, the college has reviewed all of its programs and has made adjustments in order to ensure that the total credit hours for a program does not exceed 64 credits. Although four programs do not currently meet this requirement, they will be in compliance by 2018. Enrollment and finances have proven to be significant challenges, as well. One of the central causes of such challenges is the steady decline of the population of NMCC's service area over the last thirty years. Naturally, this has led to a shrinking pool of potential students, which has made the task of increasing enrollment consistently more difficult and puts added pressure on the college's

finances. Although these concerns pose a challenge to NMCC in its efforts to stabilize the situation, the college's administration, faculty, and staff continue to devote their attention and efforts to improving the institution's enrollment and financial circumstances. During the current self-study, NMCC discovered that its enrollment management report had not been updated in a number of years. The college also realized that improved promotion of its academic programs would enhance the admissions team's ability to attract students. The campus's participation in Achieving the Dream will improve advising and retention efforts through enhanced collection, analysis, and utilization of data in the decision-making process.

Despite these concerns, this self-study paints the picture of a small college devoted to excellence and to offering high-quality programs. Nearly half of the college's programs are nationally accredited. Full-time faculty are dedicated to their fields, appropriately credentialed, and the primary instructor for the vast majority of courses. NMCC remains committed to assessment as a means of maintaining and ensuring quality and excellence. The college's faculty and staff work diligently to assist students in meeting their educational goals and to consistently improve advising and retention practices.

Although finances remain a concern for the college, efforts to right-size the institution through adjusting the number of programs and the size of the workforce have placed NMCC in a better situation. Because of the President's success in securing outside funding sources to supplement the budget, the college has been able to procure capital expenditures not otherwise available through current resources. Consequently, NMCC has been able to implement major upgrades to facilities, including the Smith Wellness Center, the Akeley Student Center, and a new maintenance building.

## Standard One: Mission and Purposes

### Description

Northern Maine Community College, which is part of the Maine Community College System, offers 37 associate degree and certificate programs and training options to over 1,000 students. From its founding in 1961, Northern Maine Community College has undergone many changes, evolving from a vocational technical institute to a technical college to a comprehensive community college. As needs and demands of society, the workplace, and education have changed, NMCC has made the necessary adjustments to remain on the cutting edge of technical education. Through it all, the core mission of the college has remained the same: to provide high-quality education that leads to degrees, certificates, and training for the citizens of Aroostook County and the state of Maine. Even when the college evolved into a comprehensive community college in 2002, adding an Associate in Arts transfer program to its inventory to offer students a cost-effective, attainable path to meeting their educational goals, the college remained committed to technical education as its primary mission.

NMCC's [Mission Statement](#) and [Vision Statement](#) are in full accordance with those of MCCC and are consistent with the enabling legislation ([Public Law, Chapter 431](#)) that created and continues to define the Maine Community College System. The Mission and Vision Statements feature prominently in the [College Course Catalog](#), on its website, in its [Strategic Plan](#), and on other printed and electronic materials produced by NMCC.

<b>MCCS Mission Statement</b>	<b>NMCC Mission Statement</b>
<p>The Mission of the Maine Community College is to provide associate degrees, diploma and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers. The primary goals of the System are to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of that State and to promote local, regional and statewide economic development.</p>	<p>Northern Maine Community College is committed to maintaining its tradition of providing high-quality career and transfer programs that lead to associate degrees, certificates, and specialized training necessary for an educated, skilled and adaptable workforce. Through its affordable programs of study, courses, and specialized-training seminars, the College is a catalyst for economic growth and the development of human potential.</p>
<b>MCCS Vision Statement</b>	<b>NMCC Vision Statement</b>
<p>Maine's Community Colleges are dedicated to educating today's students for tomorrow's career opportunities in an environment that supports personal and professional growth, innovation, and lifelong learning. The colleges are committed to enhancing the quality of life and economic prosperity of Maine through excellence in education.</p>	<p>Transforming lives through education.</p>

## Appraisal

NMCC periodically reviews its Mission Statement to ensure and reinforce the college's commitment to its mission. In the fall of 2015, a broad-based task force performed the most recent of these reviews. The language of the Mission Statement was revised for greater clarity, a Vision Statement was created to complement the Mission Statement, and a set of Core Values was developed to support the faculty and staff of the college in enacting the mission. The college strives to inform and make plain the use of the Core Values to all members of the college community.

<b>NORTHERN MAINE COMMUNITY COLLEGE CORE VALUES</b>	
<b>STUDENT CENTERED</b>	We offer a learning environment focused on supporting students as they strive toward their individual success.
<b>EXCELLENCE IN LEARNING</b>	We provide quality teaching and learning experiences as a means of promoting life-long learning to all.
<b>DIVERSITY</b>	We strive for a welcoming, safe, and diverse community and foster a campus where differences are valued, equity is expected, and respect and inclusiveness are practiced.
<b>SERVICE</b>	We foster excellence in service to the college and the community, including business, industry, and society.
<b>INTEGRITY</b>	We subscribe to and promote high standards of ethics and integrity, understanding that they are the foundation upon which our reputation is built.
<b>SUSTAINABILITY</b>	We practice continuous improvement as a means to being relevant to the economy, workforce, environment, and future of the college.

The Mission Statement, Vision Statement, and Core Values were presented to the General Advisory Council on December 2, 2015, and June 8, 2016, for their review and discussion. In early 2016, these documents became available to the NMCC community. Next, the college presented the information to the MCCS Board of Trustees for final approval. In preparation for revisiting the Strategic Plan, the college conducted a SWOT analysis. Through this study, it is clear that the mission has broad support among the faculty and staff. The analysis highlighted academic programming and the quality of faculty and staff as two of the greatest strengths of NMCC. The 2008 Self-Study Report cited the transition from a technical to a community college as an area of concern, but the recent consensus among faculty and staff evidenced in the SWOT analysis demonstrates a resolution to this problem. Faculty and staff now agree on the crucial role played by the liberal studies transfer program in the overall college mission and recognize its importance in the future growth and stability of the college.

<b>Standard One: Appraisal</b>	
<b>Strengths</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>• <b>Mission and Vision Statements provide a clear purpose for the college</b></li> <li>• <b>Addition of a set of Core Values</b></li> </ul>	<ul style="list-style-type: none"> <li>• Core Values need to be promoted and explained to both our internal and external stakeholders</li> </ul>

Projections

Moving forward, the college will make a greater effort to educate internal and external stakeholders about the Core Values and the way in which these values support the institution’s Mission Statement.

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Standard One: Projection		
Action	Persons Responsible	Time Frame
<b>Develop ways to promote the vision and Core Values across the campus and the local community.</b>	President	2018-2019

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## 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	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/</a>	

Mission Statement published	Website location	Print Publication
NMCC Catalog	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a> (pg. 6)	Course Catalog

Related statements	Website location	Print Publication
Values	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a> (pg. 6)	Course Catalog

Please enter any explanatory notes in the box below

## Standard Two: Planning and Evaluation

### Description

Northern Maine Community College’s mission of delivering “high-quality career and transfer programs that lead to associate degrees, certificates, and specialized training necessary for an educated, skilled, and adaptable workforce” remains the guiding principle for the institution. The college’s essential planning documents, though outdated, reinforce this vision and demonstrate the institution’s commitment to providing high quality two-year education and training. Faculty, staff, and administration have internalized this focus to such an extent that it sometimes eclipses the technical processes of creating or updating plans to guide its efforts. Surveys, reports, and studies have consistently demonstrated the college’s single-minded dedication to carrying out its mission in the most effective manner. The task that lies ahead, however, is to establish a better connection between planning and evaluation.

### Planning

The college makes certain that all campus planning activities align with its [Mission Statement](#). As demonstrated in the Standard One description, NMCC’s mission is fully compatible with and supportive of the guiding principles of the M CCS mission. The [Maine Community College Strategic Plan July 1, 2015—June 30, 2020](#) supports this mission and guides planning efforts at a system-wide level. The M CCS Strategic Plan, the system’s current guiding document, articulates common objectives for the campuses within the system. The plan’s focus is on student success, economic and workforce development, investment in college facilities and programs, and standards of accountability in all programs and services offered throughout the M CCS. In addition, the M CCS strategic plan informs strategic planning efforts at the campus level.

<b><i>Maine Community College Strategic Plan July 1, 2015-June 30, 2020</i></b>	<b><i>Northern Maine Community College Strategic Plan 2017 to 2022</i></b>
Goal 1: Achieve Student Success Through Improved Persistence, Transfer, Graduation, and Employment Performance Goal 2: Support Economic and Workforce Development	Goal 1: Enrollment and Retention: To develop and sustain enrollment levels from new and returning students in all program offerings (credit and noncredit) at the college which meet or exceed revenue expectations from student tuition and fees.
Goal 3: Invest in College Classroom Equipment, Facilities, and Programs	Goal 3: Financial Sustainability: To develop a sustainable, balanced budget process that considers funding sources and necessary operational and capital assets.
Goal 4: Maintain a High Standard of Accountability in all Programs and Services Offered Throughout the M CCS	Goal 2: Institutional Excellence: To sustain a culture of excellence, as guided by the NMCC Core Values, which provides a quality experience in every aspect of interactions with stakeholders.
	Goal 4: Communication: Improve internal and external communication
	Goal 5: Marketing & Promotions: Develop a clear identity and a wide range of promotional/publicity tactics to inform stakeholders about the mission of the college as well as its programs, events and services offered.



Since 1988, NMCC has been using the strategic planning process to assist in fulfilling its mission. Currently, the college is finalizing an overhaul of the [Strategic Plan](#). This process has taken place over the past year and a half. In 2015, NMCC charged a committee with the task of revising the current plan. The committee was composed of twenty-four members chosen from the faculty, staff, and administration. The committee's first step in the process was a full review of the college's Mission Statement. Next, a subcommittee conducted a comprehensive SWOT analysis, examining the internal strengths and weaknesses, as well as the external opportunities and threats, in order to help inform the strategic planning process. The strategic planning committee followed the SWOT analysis with brainstorming activities guided by past college evaluation efforts in order to establish the goals and aims of the new plan. The committee identified five primary goals for the new plan: financial sustainability; marketing and promotion; institutional excellence; enrollment and retention; and communication. The subcommittees then fleshed out these goals to include specific objectives and initiatives. In the spring of 2018, the college will distribute the Strategic Plan to the larger campus community for additional comments and suggestions. Then, the final product will go to the Board of Trustees for approval.

In addition to the Strategic Plan, the college depends upon a variety of other plans to inform its decision-making process regarding facilities, enrollment, and technology. For example, the [Master Plan](#) dictates the institution's priorities for expansion and modification of existing campus facilities. NMCC performs an annual review of this plan and modifies it as needed. The college has not modified the plan since 2006, so many of the items in existing plans are completed. Therefore, further updates and additions to the plan are necessary. NMCC's [Enrollment Management Plan](#) plans for increased enrollment through improved contact with prospective students and a greater conversion rate for those accepted to attend the college. Since 1999, the college has not officially updated this plan. Currently, the Admissions Office is revising the document. NMCC recognizes that technology is essential to contemporary institutional operations. This being the case, the college is in the process of developing a technology plan to articulate priorities for the campus's technological infrastructure.

In the summer of 2017, the college became a member of the Achieving the Dream Network (AtD). AtD is a national network of community colleges that focuses on student success. Along with the other MCCS campuses, a major focus over the next three years will be for NMCC is to learn about innovative solutions and effective practices and policies that lead to improved student outcomes.

### Evaluation

The college employs a variety of tools to assess the effectiveness of its institutional activity. At the end of each semester, students complete Course Evaluations about courses and instructors. For over twenty years, NMCC has utilized the [Community College Survey of Student Engagement \(CCSSE\)](#) in order to measure a wide range of historical data against current trends. Students also provide the college with important feedback via the [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#). The college conducts these two surveys bi-annually in alternating years to gather a continuous flow of information.

The college evaluates information received from graduates as well as matriculated students. NMCC's Registrar conducts an annual analysis of campus characteristics with the college's

graduates. The campus uses this data to measure the success of individual academic programs. Each year, the Counseling/Student Support Services Office administers a [graduate survey](#) in order to quantify the number of gainfully employed graduates or pursuing additional education within six months of graduation. Due to accrediting agency requirements, many academic programs administer surveys in order to gauge the effectiveness of the program. The implementation of these internal measurement tools informs the college's enrollment practices and measures the effectiveness of its programs.

As discussed in Standard Four, NMCC measures student success by analyzing licensure pass rates (**Data File 8.3**), national accrediting body reviews, and transfer rates. National accreditation standards provide meaningful assessment and helpful guidance for program improvement. In keeping with the M CCS policy, NMCC reviews all programs that do not have national accreditation every five years. Employer surveys, graduate surveys, and certifications are among the college's assessment tools to evaluate the strength of each program. In the "Continuous Improvement" section of the program review, the reviewers propose positive changes and/or modifications, including additional courses, new technology, and professional development for instructors. NMCC's President and Academic Dean present these program reviews to the M CCS Board of Trustees at the end of the process.

The college conducts its financial reporting, planning, and evaluation in accordance with Generally Accepted Accounting Principles and the M CCS's Finance Policy and Procedures Manual. NMCC utilizes these procedures in order to ensure that financial decisions are firmly in keeping with the highest standards of the accounting profession. Annually, an independent CPA firm conducts an audit of the institution's financial records, attesting to the financial stability of the college.

NMCC's various measurement tools inform all of the college's committees. The Retention Committee, for example, bases its recommendations concerning recruitment efforts and student engagement on student surveys like the CCSSE and the SSI. In addition, evaluation efforts help to guide the college's systematic vetting process for new programs. This process reflects NMCC's primary focus on the quality, integrity, and effectiveness of its academic programs. Essential to the process are feedback and suggestions tailored to the relevant department by the external advisory committee. The Curriculum Committee oversees the formal approval process. This process enables the college to understand the outside business climate more effectively.

The college uses a variety of methods to incorporate the data collected from its evaluation efforts back into campus decision-making bodies. The institution is able to practice data-informed decision-making by completing this feedback loop. For example, this process informed the recent modification in the New Student Orientation program. Previously, students would arrive on campus for a long day of paperwork and presentations. In response to student feedback, NMCC moved part of the New Student Orientation online to shorten the live orientation portion of the process for the convenience of students and their families.

The college's senior management team reviews the information gathered from aforementioned surveys and other measurement tools. The information received then plays a key role in NMCC's organizational thinking at the top level. For example, during the recent downsizing of the

campus, management held meetings with department heads to assess the cost and viability of existing programs using a cost per student measurement to assist in decision making.

### Appraisal

Planning and evaluation are becoming increasingly important to the college’s ongoing success in light of declining enrollment numbers and limited financial resources. A number of steps have been taken to right-size the institution and to plan for the future of the college. These changes required analysis of the college’s plans to carry out its mission based on assessment of relevant data. Data on program demand, enrollment, and cost were assembled and used by the management team, in consultation with the academic department heads, to make decisions on cuts. Although the institution possesses the most vital operational plans, most, if not all, are outdated. Having recently completed the Strategic Plan, the college is now revising the other plans. The college must update its plans to establish sound decision-making priorities for the future. The ideas contained in the current plans still provide guidance. For example, the campus’s Master Plan was used to guide decisions (e.g., addition of a student center and wellness center), but it is in need of an update if it is to remain reliable and relevant.

Accurate and accessible data to support decision-making is essential to effective planning. The campus gathers data using a wide range of methods, but this information is not stored in a centralized location that is readily available to all of the college’s stakeholders. The previous self-study report identified the need for an Institutional Researcher, but it has not been possible to add this position. As a result, the work of an Institutional Researcher has been distributed to a number of employees based on their job requirements. This is not ideal, but it may be the best solution for a small campus.

Standard Two: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>Strategic Plan that focuses efforts on mission of college</b></li> </ul>	<ul style="list-style-type: none"> <li>• Existing plans are outdated</li> <li>• Lack of coordination of existing data</li> </ul>

### Projection

With a new Strategic Plan in place, the focus needs to shift to updating the Master Plan, Enrollment Plan, and Technology Plan. Development of centralized institutional research duties or hiring an Institutional Researcher would assist with data collection.

Standard Two: Projection		
Action	Persons Responsible	Time Frame
<b>Update Master, Technology, Enrollment Management/Retention Plans</b>	Senior Management	2018-2019

## Standard 2: Planning and Evaluation

### PLANNING

**Strategic Plans**

Immediately prior Strategic Plan  
 Current Strategic Plan  
 Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
	2004-2009	
	2016-2021	

**Other institution-wide plans\***

Master plan  
 Academic plan  
 Financial plan  
 Technology plan  
 Enrollment plan  
 Development plan

Year completed	Effective Dates	Website location
2005		
1999		

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

Library Strategic Plan

Year completed	Effective Dates	Website location
2014	2015-2020	<a href="https://nmcc.libguides.com/reports">https://nmcc.libguides.com/reports</a>

### EVALUATION

**Academic program review**

Program review system (colleges and departments). System last updated:  
 Program review schedule (e.g., every 5 years)

Website location
2012

Sample program review reports (name of unit or program)

[Liberal Studies Program Review 2016](#)  
[Early Childhood Education Program Review 2017](#)


**System to review other functions and units**

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

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Sample program review reports (name of unit or program)


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

Date

## Standard Three: Organization and Governance

### Description

#### The Board of Trustees

Northern Maine Community College is a part of the Maine Community College System, governed by the Board of Trustees. This organizational structure enables the college to operate efficiently and effectively in accordance with its [Mission Statement](#).

The board consists of fifteen members: thirteen appointed voting members, an ex-officio voting member, and an ex-officio non-voting member. Twelve of these seats are held by individuals in the fields of business and industry, labor, and education, and representation from the public. The Commissioner of Education is an ex-officio voting member and the Commissioner of Labor is an ex-officio non-voting member. A full-time student in the community college system sits as a voting member on the board. From the appointed members, the board elects a chair and vice chair to annual terms of office, and the chair appoints all committee members. The President of the MCCS serves as Secretary of the Board of Trustees and is responsible for a Trustee Orientation Program.

The appointment process ensures that the board represents the public interest, with consideration given to gender equity, statewide geographical diversity, and the fields of expertise of the members. The Governor appoints the board members to a four-year term, with the exception of the student member, who serves a two-year term. The board is the legally established body responsible, through the exercise of the powers and performance of the duties set forth by the law, for the establishment, control, and administration of the system of publicly supported community colleges in Maine.

#### The System

The President of the system, appointed by the Board of Trustees, implements the policies of the board and is responsible for leadership of the system. The Presidents' Cabinet, which consists of all of the system's college Presidents, meets regularly to review, revise, and develop policies and goals. The board's Executive Committee conducts an annual performance appraisal of the System President. With the input from the full board, the board's chair holds a review discussion with the President of the system.

A clear protocol is in place for proposing and implementing policy within the system. The Presidents' Cabinet reviews policies originating with the board as appropriate. The college President submits policies proposed at the college level to the System President for review and approval. If a specific policy is not in conflict with board policies or MCCS operational guidelines, colleges may adopt it at their discretion. The policies, including contracts negotiated with each bargaining unit, the [MCCS Strategic Plan](#) as approved/adopted by the MCCS Board of Trustees and the procedures approved/adopted by the Presidents' Cabinet and approved by the System President, are distributed to each college. These documents clearly delineate the

authority, responsibility, and relationships among the governing board, administration, staff, and faculty. With respect to college operations, the system office, under the direction of the System President, offers guidance in developing policies, setting goals, and establishing objectives.

The Academic Affairs Council, consisting of the Vice Presidents/Academic Deans from each campus, provides leadership in reviewing, assessing, and recommending policies and actions that ensure the academic integrity of the colleges. The Deans of Finance, Students, Business and Industry, Information Technology, and Public Information from each college meet regularly.

The vision, mission, and guiding principles, described in the MCCS Strategic Plan, support and strengthen the organizational design and governance structure. The plan serves as a guide for decision-making and focuses the energies of the system on shared priorities.

### The College

Each of the seven colleges in the system has a President who has been nominated by the MCCS President and appointed by the Board of Trustees. Timothy Crowley, the current President of Northern Maine Community College has served in this role since 2004.

The Board of Trustees delegates the authority of the day-to-day operation of the institution to the college President. The college President implements policies and exercises powers in accordance with the law and the authority of the Board of Trustees and the System President. The powers and duties of the college President include the following: the administration of the college, the assurance of educational quality, the appointment of staff, staff oversight, the preparation and administration of the budget, and the appointment of advisory committees.

The college's organizational chart clearly delineates the relationships and divisions of responsibility and authority within the college. Through the President's Cabinet and in direct consultation with Department Chairs, faculty, other administrators, staff and students, the President involves appropriate constituencies at all levels of the institution in policy-making decisions and in management of the college.

Contained within the [NMCC Staff Handbook](#), all college and system policies and procedures define the division of responsibility and ensure system-wide consistency. The Academic Dean administers these procedures in accordance with established policies for all academic programs, including off-campus, continuing education, and evening and weekend programs.

The NMCC faculty are closely involved and represented within the governance of the institution. Faculty and administrative responsibilities are subject to the ratified collective bargaining agreement with faculty. With the exception of senior management, similar binding bargaining agreements are in effect for staff, administrators, and adjunct faculty. These bargaining agreements inform all aspects of organization and management, including the employee-appraisal process. All employees undergo a periodic appraisal in accordance with collective bargaining agreements.

Faculty, staff, and administrators have additional opportunities to guide the direction and operation of the institution. Annually, they are encouraged to serve on one or more standing

committees of their choice. Under special circumstances, ad hoc committees are formed and staffed via invitation. Through the formulation and recommendation of policies and procedures, the individuals serving on these ad hoc committees help to shape the character and future of the college.

NMCC's standing committees have broad, cross-departmental representation including faculty and other college employees. These committees include: Campus Communications; Curriculum; Discipline; Environmental Health and Safety; Equal Opportunity; Facilities, Campus Appearance and Access; Faculty-Management; Graduation; Marketing; Retention; Strategic Planning; and Working on Wellness. Committees discuss policy revisions and then make recommendations to the college President. Some committees, such as Curriculum, Environmental Health and Safety, Retention, and Faculty Management meet on a regular basis to carry out important functions of the college, to review and approve modifications to curriculum, implement policies to ensure workplace safety, devise ways to improve retention, and address workload issues. Others, such as Graduation, Strategic Planning, and Discipline meet less often but contribute important services to the college, as well.

The President's Cabinet, the General Advisory Council, and the program advisory committees also play indispensable roles in the overall functioning and governance of the institution.

Another important voice in the decision-making process at NMCC is the Student Senate. The college administration consults with student-run organizations for input on policies and procedures that affect the welfare and success of the student body. When appropriate, students are invited to participate on campus committees.

Often, academic departments propose and develop changes to the day-to-day operation of the institution. For example, program/course development and revisions typically originate at the department level, such as the addition of an AAS and certificate program in Water Treatment Technology. After the appropriate department endorses a proposal, the Curriculum Committee considers it and recommends action to the Academic Dean. The faculty are instrumental throughout this process, from the formulation of the proposal to its implementation.

Community involvement in the functioning of the college via membership on the General Advisory Council and various program advisory committees ensures that NMCC serves the local economy and the public interest. The General Advisory Council provides overall guidance and support to the college and effectively brings the community perspective to the college environment. The council's membership represents a wide variety of local interests, including business, industry, education, and the public interest.

To solidify the community and employee connection with NMCC, each program at the college has a program-specific advisory committee with representation from the occupational areas covered by the program. The program advisory committees provide current course and program-specific guidance to faculty and establish a vital link between the college and the professional community. Input from the program advisory committees helps keep departments abreast of new technology and processes in the workplace. Changes at the program level require input from advisory groups before consideration of change by the Curriculum Committee.

## Appraisal

Overall, the fundamentals of Northern Maine Community College's organization and governance are strong. However, the college is aware of its weaknesses and challenges in this arena and plans to address them in a systematic way.

### The Board of Trustees and the System

In support of the MCCC mission, the organization and governance platform provides associate degree and certificate programs designed to lead to employment or continued education. The board and system office enable the smooth functioning of all seven campuses through a variety of actions, including implementing a common strategic plan, building a consensus of legislative support, and maintaining open communication between the leadership on the various campuses. Periodically, the System President visits each of the seven educational institutions. Similarly, the Board of Trustees alternates its meeting locations among the system campuses. The system office distributes weekly press releases and periodic newsletters to employees at each of the system campuses. Due to this clear, consistent operational structure, NMCC and the MCCC functions with the utmost efficiency and regularity.

### The College: Internal Governance

#### *College Management*

Northern Maine Community College's goals and objectives are consistent with MCCC policies and procedures. The college utilizes a traditional organizational structure, with the college President taking responsibility for the day-to-day operation of the institution. NMCC has delineated and clarified the relationships and divisions of responsibility and authority within the system structure. This is evident in the current organizational chart, revised most recently in January of 2018.

The college's administration oversees and responds to the needs of the day-to-day operations of the institution. For example, the administration recently added a Human Resources and Payroll Coordinator position to help deal with a fast-changing environment and an increased demand for quality employee services.

As demonstrated in the [SWOT](#) analysis, management sees community involvement and partnerships as crucial to the overall functioning of the college. NMCC's General Advisory Council and the program advisory committees exemplify the success of these community connections, serving the needs of the community and the workforce. These groups provide guidance and support to the college and effectively bring the community perspective to the college environment.

#### *Faculty and Administrative Governance*

With regard to internal governance, one proposal is to initiate an administrative/management committee as outlined in the collective bargaining agreement. As outlined in the collective



bargaining agreement, the Faculty/Management Committee meets on a regular basis to address faculty concerns and challenges facing the college. The committee studies and develops recommendations. A similar group was formed in 2017 based on provisions in the [MSEA Administrative Bargaining Unit Collective Bargaining Agreement](#).

#### *Student Governance*

NMCC's Student Senate holds three meetings per month and student representatives of the campus organizations meet on a monthly basis. Getting adequate attendance at these meetings has been an ongoing challenge. In order to keep the line of communication flowing between students and the administration, the Dean of Students and the organization advisors attend organizational meetings on a regular basis. Although student attendance at the organizational meetings needs improvement, students consistently attend activities and events scheduled throughout the year with enthusiasm. Developing programming that meets the interests and competing schedules of students has proven to be a challenge.

#### *Communications*

One challenge facing NMCC is a lack of communication among departments and across campus. The SWOT analysis found that faculty and staff identified communication as a weakness within and among all departments. Addressing this concern will be essential to improving employee relations within the NMCC workforce.

The SWOT analysis points more specifically to a lack of communication with regard to existing committee reporting. In the past, the college posted the Presidents' Cabinet minutes, the standing committee minutes, and year-end summaries in the library, giving college employees easy access to these documents to review. Recently, however, the college has been inconsistent in providing employees with up-to-date meeting minutes. The college encourages committee chairs to provide written reports of committee recommendations, outlining actions taken in response to these recommendations. Although committees are asked to make these reports available to employees via the college library's webpage on the portal, the follow-through by committees has been inconsistent. Finally, use of the portal Event Calendar would provide all stakeholders with access to upcoming events, meetings, and activities.

Communication plays a vital role in the college's organization and serving on committees is an excellent opportunity for faculty and staff to express and discuss their opinions. NMCC's committees receive a broad base of support and render important services to the mission of the college. Each year, NMCC distributes a list of committee assignments, giving faculty and staff a chance to select a particular committee on which to serve. Unfortunately, many faculty and staff members choose not to participate on the committees that they assigned to serve.

An area of concern in the past has been the orientation of new employees. To help address this issue, NMCC has recently filled a Human Resources and Payroll Coordinator position. The Academic Dean has taken the lead in devising a comprehensive faculty orientation program for new faculty that informs them of employment compensation and benefits, introduces them to the classroom and learning management system (eLearning), and provides information in a newly revised [Faculty Handbook](#). Likewise, an [Adjunct Faculty Handbook](#) was developed and annual or semi-annual orientation and updating for all adjuncts takes place on a regular basis.

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### Standard Three: Appraisal

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Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>System Office that provides leadership and support</b></li> <li>• <b>A dedicated HR position will help improve the employee orientation and address greater demand for quality employee services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Communication among departments</li> </ul>

#### Projection

The college can address a number of the aforementioned concerns through a review of its committee structure and procedures. The campus committees need to be assessed and committees that no longer serve a purpose should be disbanded. The college President and cabinet members will need to make decisions regarding the viability of current committees, eliminating committees if deemed necessary. For example, if the Campus Communications committee is viable, increased member engagement will be necessary to produce a positive outcome. Some committees, such as the Assessment committee, have not met in years. Instead, the work of assessment has continued at the department level. To increase student participation and awareness, committees should include a representative from the Student Senate to keep students informed about the workings of the college. Increased transparency and accessibility of committee documents for all employees would enhance campus communication. The President’s Cabinet meeting minutes, standing committee minutes, and year-end summaries must be posted in the library and on the college’s website regularly, and such documents should be provided via e-mail to employees. Managers can assist this process by mandating that minutes and year-end summaries be posted in a clear, easy-to-access manner for campus employees. The college also plans to address the communication challenges facing the institution. Since communication begins at the top, the expectation is that the President and cabinet members will maintain open lines of communication conducive to a collective working atmosphere and a shared governance at NMCC.

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#### Standard Three Projection

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Action	Persons Responsible	Time Frame
<b>Review existing committee structure; eliminate committees that no longer serve a vital function; add student representatives to committee membership; mandate the posting of committee minutes to improve communications and provide greater transparency.</b>	Senior Management	2018-2019

### 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	
Website location of documentation of relationship	

**Governing Board**

By-laws

Board members' names and affiliations

Board committees

Board of Trustees

General Advisory Council


Website location
<a href="http://mymccs.me.edu/ICS/icsfs/Policy_105.pdf?target=dc65f59f-c8e9-4313-9dd2-d70078114278">http://mymccs.me.edu/ICS/icsfs/Policy_105.pdf?target=dc65f59f-c8e9-4313-9dd2-d70078114278</a>
<a href="https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/">https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/</a>

Website location or document name for meeting minutes
<a href="https://www.mccs.me.edu/bot-agendas-minutes/">https://www.mccs.me.edu/bot-agendas-minutes/</a>

**Major institutional faculty committees or governance groups**

Faculty Management Committee


Website location or document name for meeting minutes
<a href="http://www2.nmcc.edu/pages/library/college-documents/committee-minutes.php">http://www2.nmcc.edu/pages/library/college-documents/committee-minutes.php</a>

**Major institutional student committees or governance groups**

Student Senate


Website location or document name for meeting minutes

**Other major institutional committees or governance groups**


Website location or document name for meeting minutes

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

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2016)	1 year prior (FY 2017)	Current year (FY 2018)
Main campus	Presque Isle, Maine	1961	1,283	1,140	825
Other principal campuses					
Branch campuses (US)					
Branch campuses (US)					
Branch campuses (US)					
Branch campuses (US)					
Other instructional locations (US)	Houlton, Maine Calais, Maine				
Branch campuses (overseas)					
Other instructional locations (overseas)					
Programs 50-99% on-line					
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

Please enter any explanatory notes in the box below

Houlton and Calais sites include a small cohort of nursing students taking on-campus courses through distance learning technology.

## Standard Four: The Academic Program

### Description

Northern Maine Community College offers high-quality academic programs and that serve the needs of the student body, the local community, and the state of Maine. The mission of the college is not only to provide career and transfer programs that lead to associate degrees or certificates, but also to ensure that students acquire the knowledge, skills, and values essential for a career and transfer to a four-year educational institution. Departments regularly review programs and courses to ensure that they effectively serve the interests of students and employers.

As one of the seven colleges within the Maine Community College System, NMCC's academic programs are fully consistent with MCCS standards and expectations. The system's definition of awards, which clarifies the purpose of the degree, the total number of program credit hours, and the number of credit hours in general education, trade-specific/related courses, and elective courses, serves as the framework within which NMCC operates.

Across the thirteen associate degrees offered in applied science, the two in science, and the one in arts, the college maintains its dedication to academic excellence and the creation of highly skilled, well-rounded graduates (see Standard Eight). Program-specific advisory committees monitor the technical components of the majors, to assure that students gain the necessary skills and knowledge for the workplace in their field of study. The general education core accounts for twenty-one credit hours that reflect the college's definition of an educated person. This includes a balanced exposure to the humanities, social sciences, math, and the sciences.

In addition to the associate degrees available, NMCC offers eighteen certificate programs in a variety of fields. Certificate programs enable students to develop the skills necessary for an entry-level position in their chosen career. Eleven of the college's associate-level programs offer derivative certificate options. In addition, the Emergency Medical Services program offers two certificate opportunities: Advanced Emergency Medical Technician and Paramedicine. Five of the certificate programs are independent of associate-level programs. All certificate programs replicate the first year of an associate in applied science degree and are fully transferable both internally and externally as appropriate.

NMCC also offers specialized training and courses through its Continuing Education Division on both a credit and non-credit basis. These learning experiences assist the immediate and long-term needs of regional employers and industry. Additionally, they encourage the ethos of lifelong learning in the local population.

### Assuring Academic Quality

Northern Maine Community College is committed to the process of assuring the quality of its academic programs and ensuring that these programs reflect the needs of students, local employers, and the state of Maine. The college utilizes various resources such as employer requests, advisory committee recommendations, technological advances, state employment projections, and employer surveys to help shape and improve program and course offerings. The

college’s General Advisory Council, the program advisory committees, and accrediting/certifying bodies propose, review, and critique curriculum as well, presenting the college with valuable outside perspectives.

With the oversight of the Academic Dean, Department Chairs, program advisory committees, and faculty, the college carefully considers the addition of new courses and programs. The Curriculum Committee reviews proposals to ensure the consistency and quality of these proposed offerings, making sure to avoid the duplication of content. In addition, special attention is paid to make sure that proposed offering would reflect the college’s [Mission Statement](#) and [Core Values](#). The MCCS Board of Trustees vote upon all addition, suspension, and discontinuance of academic programs. The college notifies the board and requests their approval prior to implementing substantive changes. The Curriculum Committee must grant approval prior to any changes in credit hours, course names, or required/elective status.

The college is careful to make curriculum changes that minimize the impact on currently matriculated students. With the advice of faculty, the Academic Dean selects a suitable substitution if a particular course is no longer offered. When a program is suspended or discontinued, the college ensures that matriculated students have the opportunity to complete their program of study as mandated by [MCCS Policy 303.2 Program Discontinuance](#). For example, when the Wind Power Technology, Engineering Design, and Health Information Management AAS degree programs were suspended, the college offered the senior level courses so students who had completed the first year of study in these programs could complete their senior year of study.

The accreditation of academic programs is essential to establishing and maintaining the quality of the college’s educational offerings. NMCC undergoes a thorough program review every five years per MCCS requirements. This process ensures the health, propriety, effectiveness, and suitability of the programs. For some programs, specialized accrediting bodies such as ACBSP, ACEN, NATEF, NIMS, CAAHEP, and CoAEMSP provide accreditation. Articulation agreements between NMCC and several four-year academic institutions, as well as pass rates for licensure exams, testify to the strength of these programs. Guided by specific MCCS and NMCC policies, the program planning and evaluation process involves concerned and affected parties, such as students, faculty, Department Chairs, program advisory committees, administration, and the Board of Trustees.

<b>Program</b>	<b>National Accreditation</b>
Accounting	Accreditation Council for Business Schools & Programs (ACBSP)
Business Administration	Accreditation Council for Business Schools & Programs (ACBSP)
Automotive Collision Repair	National Automotive Technicians Education Foundation (NATEF)
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)
Diesel Hydraulics	National Automotive Technicians Education Foundation (NATEF)
Precision Machining	National Institute for Metalworking Skills (NIMS)
Nursing	Accreditation Commission for Education in Nursing (ACEN)

Emergency Medical Services	Commission on Accreditation of Allied Health Education Programs (CAAHEP)/ Commission on American Emergency Medical Services Profession (CoAEMSP)
EMS Paramedic	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Assisting	Medical Assisting Educational Review Board (MAERB)

### General Education

All associate degree programs at NMCC recognize the importance of cultivating graduates who reflect the college's definition of an educated person (as defined in [NMCC Philosophy of General Education](#)). Students receive a balance of the three domains of knowledge: arts and humanities, the sciences and mathematics, and the social sciences. Each degree program requires at least twenty-one credit hours of these general education courses. In the mathematics, science, and writing courses, faculty strive to demonstrate and highlight the relevance of the domain of knowledge to the student's chosen field of study. Humanities and social science courses enable students to develop an understanding of the social dimensions of life and the values and ideals by which we evaluate those dimensions. The general education core meets the general education requirements of the [MCCS Academic Policies 302 Criteria for Academic Credentials](#) and has been articulated under the [Memorandum of Understanding between the University of Maine System \(UMS\) and the Maine Community College System \(MCCS\)](#) block transfer agreement. Signed on June 8, 2015, this agreement assures that a block of general education courses completed at any MCCS institution are accepted at any branch of the University of Maine System in the event of a transfer.

### The Major or Concentration

With the exception of the Associate in Arts for Liberal Studies, major courses at NMCC closely correlate the credential earned by a student with the specific skills and knowledge required in the student's career field. Students are expected to complete, with a specified degree of proficiency, student learning outcomes set forth in each of the occupational program's major courses. On an annual basis, faculty reviews the student learning outcomes, giving special consideration to program advisory committees, industry changes, professional activities, and other external resources. Major courses in all programs require students to achieve a minimum grade of C, with the Nursing program setting the minimum standard at a C+. During the first year, courses in the program serve as a general introduction, creating an intellectual foundation that prepares students for advanced training and specialized knowledge learned during the second year of study.

With extensive input from employers and industry representatives, faculty update and modernize second-year courses in the occupational areas to reflect new technology, equipment, and other advances in the field. Licensing boards and other regulatory agencies also help to shape course content in programs offering professional licensing opportunities. Graduates seeking positions as electricians, plumbers, heating technicians, and nurses pursue licensure. Programs that have individual program accreditation, such as ACBSP for business, ACEN for nursing, NATEF for the transportation trades, and CAAHEP for Emergency Medical Services and Medical Assisting are required to provide evidence that course content and contact hours meet those respective criteria.

### Integrity in the Award of Academic Credit

Administratively, NMCC assigns each of its academic programs to one of the college's five academic departments: Arts and Sciences, Business Technology, Nursing and Allied Health, Emergency Medical Services, and Trade and Technical Occupations. The college grants certificates and associate degrees. The following table illustrates the required program length for each credential offered by the college.

<b>Credential</b>	<b>Program Length Credit Hours</b>
Certificate	16 to 36
Associate in Applied Science	60 to 68
Associate in Science	60 to 68
Associate in Arts	60 to 64
Advanced Certificate	16 to 36

Currently, 68 are the maximum allowable credits for awarding associate degrees. As defined in the Maine Community College System (MCCS) Section 302 policy, all existing associate degree programs will reduce the maximum credit hours from 68 to 64 by September 2019. The MCCS Section 301 policy states a unit of credit shall be defined in the following manner consistent with Federal Regulations and the New England Association of Schools and Colleges, Commission on Institutions of Higher Education Policy 111:

1. One semester credit hour for each fifteen hours of classroom contact plus thirty hours of outside preparation or the equivalent; or
2. One semester credit hour for each thirty hours of laboratory work plus necessary outside preparation or its equivalent, normally expected to be fifteen hours; or
3. One semester credit hour for not fewer than forty-five hours of shop instruction (contact hours) or the equivalent.

### Oversight

A clear, consistent process of oversight is essential for the maintenance of the college's academic programs and policies. The Curriculum Committee maintains and oversees these programs and policies. This committee is primarily composed of faculty members and leadership from the five academic departments but also includes representation from the Counseling/Student Affairs Division and the office of the Academic Dean.

Each course at the college identifies course objectives and the expected learning outcomes in the syllabus and faculty explain thoroughly these objectives and outcomes during the first class session of the semester. Each instructor includes an attendance policy, grading policy, and the Americans with Disabilities Act (ADA) statement in the text of the course syllabus. Faculty distribute syllabi to students, post them to the portal, and submit them to the Academic Dean's office, which keeps electronic copies on file. A common syllabus serves as a starting point for



courses offered in multiple sessions with more than one instructor. While these uniform standards provide a common foundation, each instructor is encouraged to tailor courses to reflect his or her unique perspective.

Once proposed, a new course offering undergoes a broad based review process. The first stage of this process occurs at the department level, where approval is required. The Department Chairs, after reviewing the course syllabus, course description, and course learning outcomes, then make a recommendation. The next stage of the approval process involves the Curriculum Committee, which plays an important role in the course approval process.

State licensing examinations primarily determine the assessment of student learning in four programs: Electrical Construction and Maintenance, Emergency Medical Services, Nursing, and Plumbing and Heating. Other academic programs like Accounting and Business Administration, however, rely on analysis of student learning outcomes for program assessment.

An excellent example of the smooth functioning of the assessment effectiveness process is NMCC's Nursing program. In accordance with ACEN requirements, the college's Nursing program has both a [Systematic Plan for Evaluation and Assessment of Outcomes](#) and a Program Evaluation, which includes specific criteria for data review of identified outcomes. Each year, the Department Chair reviews the plan, working in concert with appropriate nursing subcommittees for program evaluation, curriculum, and test review.

However, oversight of programs is present even where no accrediting agencies are available. For example, the Early Childhood Education program follows external professional standards. The course objectives comply with the *Guidelines for Preparation of Early Childhood Professionals*, which was developed by the National Association for the Education of Young Children (NAEYC), Division for Early Childhood of the Council for Exceptional Children (DEC/CEC), and the National Board for Professional Teaching Standards (NBPTS; 1996).

NMCC allows for credit through transfer, military training, CLEP exams, advanced placement scores, and a portfolio review process to analyze, articulate, document, and assess the prior college-level learning of students, providing these students with the possibility of receiving college credit for their previous knowledge and experience. In order to receive credit for the prior learning portfolio, the student must demonstrate the relevancy of the prior learning to courses in their specific degree program, including general education, major courses, and elective courses. Under the direction of the Academic Dean, a faculty member reviews and assesses the portfolio.

#### Transfer

NMCC accepts transfer credit from accredited academic institutions relevant to a student's chosen program. The acceptance of transfer credit is dependent on the student receiving a minimum grade of C in the course in question. In addition, it must be demonstrated that the course is comparable to one offered at NMCC. In general, a student may transfer up to forty-five credit hours, although specific courses may face certain restrictions and conditions. As stated in the [Student Handbook](#), students must complete a minimum of 25% of their courses in residency at NMCC.

The Admissions and Registrar's Office, in conjunction with the Department Chairs, reviews any student requests to transfer credit. This process ensures that any courses in question satisfy the criteria the college has set forth concerning credit transfer.

Transfer agreements with several Maine colleges and universities facilitate a smooth transition for NMCC students. Currently, the college's articulation agreements with other four-year institutions in the state, such as [Husson University](#) and the [University of Maine System](#), enable the transfer process to function in a quick, efficient manner. As referenced above in the General Education section, the recent block transfer agreement ensures that a block of general education courses will transfer from any MCCS institution to any institution in the UMS. The Academic Dean maintains a list of existing articulation agreements and the college strives to improve and streamline these agreements. Students learn about NMCC's transfer policies and options through advising and academic counseling, and these policies are readily available via the Student Handbook and the college's online portal.

#### Academic Policy

NMCC's website provides faculty, staff, students, and the public with the college's policies and procedures, as well as program descriptions. The [College Course Catalog](#) and the NMCC portal provide course and program outcomes, requirements for graduation, and other academic information.

The academic calendar consists of a fall and spring semester. For each semester, the academic calendar indicates a start date and end date for the appropriate semester. The appropriate holidays and breaks are listed in the academic calendar indicating "no classes" for the appropriate holiday or break.

The college's portal offers students electronic access to useful information, including course offerings and an degree audit worksheet, which lists both courses completed, currently in progress, and needed to complete the degree (which is provided to students both electronically and as a hard copy). This easily accessible information, as well as the college's commitment to offering courses on a dependable rotating schedule, allows students to complete their degrees in a timely manner. Access to the portal is password-protected and enables students to track their grades and attendance in their enrolled courses.

Academic processes are governed by MCCS and NMCC policies procedures, which can be accessed by the public through the MCCS website and [NMCC's library website](#).

#### Alternative Delivery Modes/Sites

NMCC recognizes the obstacles and challenges of students trying to balance their education with work, family, and other time commitments. Northern Maine is a rural area, so distance and transportation issues can affect educational opportunities for prospective students. In keeping with its mission, NMCC aims to expand options for students to include programs and courses offered off-campus and at nontraditional times. Northern Maine Community College offers some online and/or hybrid courses in numerous programs in order to increase access to students who cannot attend classes offered at traditional times. This alternative delivery mode allows the college to increase course offering to rural students, working students and single parents.

<b>Online and Hybrid Course Offerings</b>	
Arts & Sciences (English, math, social science, and humanities)	Emergency Medical Services – Advanced Emergency Medicine
Accounting	Emergency Medical Services – Paramedicine
Business Administration	Medical Assistant
Entrepreneurship	Medical Coding
Community Paramedicine	Nursing
Computer & Networking Technology	Office Assistant
Emergency Medical Services	

The Academic Dean and Department Chairs administer evening, summer, and off-campus course offerings. In accordance with local need and demand, the college offers courses at sites in Houlton, Madawaska, and Van Buren. At the same cost as NMCC’s on-campus courses, offerings located at regional school systems’ facilities and adult education sites provide students with more options. Off-campus course offerings are identical to those available on campus in academic rigor, expectations, and instructional objectives. Courses held in these alternate locations utilize the same course syllabi, textbooks, and meet the same course learning outcomes. The faculty teaching these courses meet biannually with the Academic Dean, the Department Chairs, and student support coordinators from off-campus sites to guarantee the same high-quality instruction on-campus courses provide. Students at each off-campus location have access to counseling, academic advising, library resources, and remedial/tutoring services to ensure their success.

A close relationship between the college’s administration and its off-campus sites assures consistency and convenience. The local school district’s Director of Adult and Community Education manage each off-campus site. These directors work with the college administration to schedule course offerings and assign appropriate instructors, but the instructors are paid directly through NMCC. A [Memorandum of Understanding between Northern Maine Community College and the Off-Campus Adult Education Center](#), which is under revision, governs the college’s partnership with these local school districts. Just like the students on the Presque Isle campus, students enrolled in off-campus and online courses have access to the important campus resources such as the portal, the email system, student support services such as counseling and tutoring, and library databases. Students also have computer access for online testing and learning activities.

Just like off-campus courses, new pilot courses offered for dual and concurrent credit with secondary partners are subject to the same policies as other NMCC course offerings. The Academic Dean works collaboratively with the Department Chairs, the secondary directors, and the On Course for College and the Early College for ME campus coordinators in the oversight of dual and concurrent credit courses, which are subject to the same policies and standards as other courses offered by the college. NMCC requires that all secondary faculty members must be affiliated adjunct faculty who satisfy the same standards and credentialing guidelines as full-time faculty. In collaboration with Department Chairs, the secondary directors, and the campus On Course for College Coordinator, the Academic Dean oversees dual/concurrent enrollment credit per [MCCS Policy 311](#).

The college has worked in collaboration with area hospitals and other community colleges to deliver its Nursing program at a distance. In August 2016, NMCC began a cycle of its Nursing program in Houlton, Maine, in partnership with Houlton Regional Hospital. This offering is possible through the financial assistance of the hospital and distance technology such as the collaborative endpoints, which allows instructors on the NMCC campus to deliver live lectures and classroom experiences to nursing students at a remote site. NMCC faculty facilitates the clinical experiences in person at the remote site, enabling these students to obtain lectures and clinical experience in a manner identical to students on campus. In the fall of 2017, a new cohort of nursing students at Washington County Community College began their first-year instruction at the Calais Regional Hospital. This cohort will follow the same model and will utilize the same technology that has proven to be successful for the Houlton cohort.

### Appraisal

NMCC ensures that its academic programs have clear learning outcomes directly linked to workplace competencies, academic knowledge, skills, and values that prepare students for the future. With the exception of Liberal Studies, all of the college’s programs have advisory boards that review curriculum and inform faculty of current developments and advances within the field. For example, the Business Technology Department, at the behest of its advisory committees, recently added a speech class to provide students with more training and experience making presentations and speaking before groups. In the Trade and Technical Occupations Department, the college developed a Structural Welding certificate program to meet the needs of industry. A review of recent Curriculum Committee activities reveals numerous other examples where Trade and Technical programs have made course revisions to stay abreast of recent developments in the field. Finally, the Nursing program responded to suggestions at an April 2017 advisory meeting by implementing a “bar code” scanning system that links directly to an electronic health record to provide a valuable workplace simulation for nursing students.

Program	New Courses
Automotive Collision Repair	ACR 209 Auto Collision Blueprinting and Estimating
Automotive Technology	AUT 228 Alternative Propulsion Systems
Computer & Networking Technology	COE 219 Electronics for Computer Technicians
Plumbing & Heating	PLH 219 Propane and Natural Gas II

Most academic programs also utilize a system of evaluation to verify the program’s success at achieving its stated learning outcomes. At the heart of this process is the college’s clear understanding of the definition of an educated person found in the [NMCC Philosophy of General Education](#). This philosophical articulation enables the college to constantly review and revise the body of knowledge infused in the general education core. Faculty in the Arts and Sciences Department work with their colleagues in other departments to make sure they are providing relevant knowledge, skills, and values to their students.

The ratio of full-time faculty to adjuncts is favorable and allows for close monitoring of the quality of courses (**Data File 7.1**). Syllabi from all faculty are gathered and maintained in the Academic Dean’s office at the beginning of each academic term. Full-time faculty are able to review syllabi to determine that adjuncts are covering the same content and learning objectives.

If an adjunct fails to follow the syllabus or maintain the quality of the course, full-time faculty are usually alerted by the students and corrections can be made. For example, in the past adjuncts failed to follow the syllabi in our English Composition and General Psychology classes. When full-time faculty learned of this deviation, they were able to intervene and ensure that course content was covered in the courses.

Student knowledge of how to use the college’s portal and how to navigate the online learning environment is one of NMCC’s strengths. The introduction to the portal begins with students’ New Student Orientation program and emphasized in the English Composition course (ENG 111). With this foundation, students are better prepared to use the portal in their other courses.

Another strength of the academic programs is the acceptance of credits in transfer by other higher education institutions. The college’s establishment of transfer agreements with other higher education institutions allows for the strong transferability of NMCC courses within the state. Recently, a [Block Transfer Agreement](#) with the UMS aided students in the transfer process. Several programs, such as Nursing and Business Administration, have specialized transfer agreements with other universities, as well. For example, NMCC has recently launched a [3+1 agreement with UMFK](#). This allows nursing students to spend three years completing nursing and general education courses on NMCC’s campus before transferring for a final year at UMFK in order to attain a BSN. Through a transfer agreement with Husson University, business and accounting majors are able to earn their bachelor’s and/or master's degree by taking courses at Husson University’s satellite branch located on the NMCC campus.

The 2008 Self-Study Report highlighted a concern about “credit creep.” At the time, many of the programs were approaching seventy or more credit hours. The MCCS has addressed this concern in Goal One of the [Maine Community College System Strategic Plan, July 1, 2015 to June 30, 2020](#), which stipulates that all programs not accredited by a national accrediting organization must reduce their credit hours to a maximum of sixty-four hours by 2020. Of the eighteen associate degree programs, four are at 64 credits or less, nine are exempt by virtue of national accreditation, and four exceed the maximum credit hours and will be in compliance by 2018.

<b>Program (2016-2017)</b>	<b>64 Hours or Less</b>	<b>Over 64 Hours</b>	<b>Exempt</b>
Accounting			68
Auto Collision Repair			71
Automotive Technology			69
Building Construction Tech.		68	
Business Administration			66
Career Studies	60		
Community Paramedicine	60		
Computer & Networking Tech.		66	
Diesel Hydraulics Technology			68
Early Childhood Education	64		
Electrical Construction & Maintenance		67	
Emergency Medical Services			69

Liberal Studies	60		
Medical Assisting			65
Nursing			60/70
Plumbing & Heating		67	
Precision Machining Technology			66

Concerns in the 2008 Self-Study Report that certificate programs did not comply with MCCS policy requiring all one-year certificates to resemble the first year of an associate degree have been remedied. All certificate programs now include communication and mathematics courses that are generally required of all first-year students. In addition, the 2008 concern that many programs require an 18-credit hour load in the first or second semester has been addressed by most programs or will be addressed when the total credit hours are reduced. However, in programs exempted by national accreditation standards, it may not be possible to reduce the number of hours.

To better meet the needs of students, the college has implemented online and hybrid courses, experimented with offering classes on alternative days and times (such as a Saturday morning course which drew only five students in the fall of 2016) with varying degrees of success. While offering current students more flexibility, data has not shown significant increases in part-time or non-degree seeking students in these times, which was also the hope in more flexible scheduling. Along with the benefits, however, this enhancement also comes with challenges. Currently, the college is conducting a study of online learning to ensure the quality of course content and instruction, the integrity of credits offered, and the authentication of student work. [Guidelines for teaching online](#) have been developed to measure the quality of online course offerings and an Instructional Designer has been hired to assist faculty. Furthermore, an Online Task Force is working to establish policies for consistency in online course creation and delivery and to address security and integrity of the offerings. Some departments have implemented online courses successfully (Business Technology Department and Arts and Sciences Department) but the others are still in the design stages. The recent hire of an Instructional Designer will help advance the cause of online education at the college.

<b>Academic Semester</b>	<b>Evening Classes</b>	<b>Hybrid Classes</b>	<b>Online Classes</b>
Fall 2014	32	12	10
Spring 2015	30	10	13
Summer 2015	5	5	7
2014-2015 Totals	67	27	30
Fall 2015	20	9	17
Spring 2016	22	13	17
Sumer 2016	4	3	7
2015-2016 Totals	46	25	41
Fall 2016	28	17	15

Spring 2017	31	14	10
Summer 2017	7	3	9
2016-2017 Totals	66	34	34

In recent years, NMCC has discontinued a number of programs and reduced the number of faculty and support staff (see Standard Seven). Most programs have steady enrollment patterns, but some have experienced challenges in recent years. Enrollment in the Accounting program has steadily declined from the 2008 headcount of 35 to the 2017 headcount of 19, while enrollment in the Business Administration program has declined from a headcount of 71 in 2008 to 50 in the fall of 2017. In the current report, enrollment in Liberal Studies and Career Studies (Career Studies was separated from the Liberal Studies beginning the fall of 2015) took a precipitous decline from a high of 214 to a combined figure of 167 and 160 for these programs. Finally, enrollment in the Nursing program has declined from a 2008 headcount of 82 to a fall 2017 headcount of 63, despite an increased demand for nurses in the State of Maine. **(Data File 4.3)** In terms of total credit hours generated by department, the Business Technology Department has been hardest hit, declining by 1,000 credit hours over the past three years, due in part to the elimination of secretarial program in 2014. **(Data File 4.5)**

Standard Four: Academic Program	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>New Student Orientation and ENG 111 English Composition instruction in use of the Portal</b></li> <li>• <b>Transferability of credits</b></li> </ul>	<ul style="list-style-type: none"> <li>• Need to increase enrollment with more flexible course delivery methods</li> <li>• Assessment plans need to be completed for all programs</li> <li>• Measurement of program learning outcomes is lacking in some programs</li> </ul>

### Projection

In recent years, the college has focused on improving assessment of program outcomes and course learning objectives and devising more flexible ways to meet student needs and improve retention. While much headway has been made, more needs to be done to document this work and to provide a centralized location for the products of such efforts. Under the leadership of the Academic Dean, the Online Task Force will finalize protocol for taking a class online and the IT Department has developed modules which are on the NMCC portal to instruct students on how to take an online course. A checklist for online course quality has been developed and an Instructional Designer has been hired to assist with course development and to provide assistance to faculty who want to develop online offerings. Other issues, such as proctoring protocol for offsite exams, verification of student work, and training for faculty in the use of any new software purchased by the college still remain. In addition, work is underway to identify appropriate software for videoing recording of lectures to provide access for students at distance locations or a record of lectures for students to go back to for review by students.

Standard Four: Projection		
Action	Persons Responsible	Time Frame

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**Finalize guidelines and standards for online courses, identify and procure tools and technology to support online instruction, determine students' needs for additional course offerings, and add courses to the online inventory**

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Academic Dean

2017-2019



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

Fall Enrollment by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	369							369
Main Campus PT	178							178
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	547	0	0	0	0	0	0	547
Total FTE	445.00							445.00
Enter FTE definition:	6679 ÷ 15							
Degrees Awarded, Most Recent Year	132							132

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	42	10		52	369	421
Main Campus PT	19	223		242	178	420
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	61	233	0	294	547	841
Total FTE	0.00	70.00		70	445.00	515.00
Enter FTE definition:	742 ÷ 15	1,055 ÷ 15			6817 ÷ 15	
Certificates Awarded, Most Recent Year	38					

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

Number of credits*	3 Years	2 Years	1 Year	Current	Next Year Forward (goal)
	Prior (Fall 2014)	Prior (Fall 2015)	Prior (Fall 2016)	Year (Fall 2017)	(Fall 2018)

For Fall Term, as of Census Date

**Certificate**

Advanced Emergency Medical Technician	20.00	7		2	1	4
Auto Collision Repair	31.00	2		1	3	2
Automotive Technology Certificate	32.00		1		2	0
Building Construction Technology	34.00		1	1		1
Community Paramedicine	22.00	7				
Community Paramedicine Advanced Cert.	16.00	16			4	
Computer & Network Technology	31.00		1		4	2
Computer-Aided Drafting Technology	28.00	1				
Diesel Hydraulics Technology	31.00			1		0
Early Childhood Education	33.00	1	4	1		2
Electrical Construction & Maintenance	29.00	1	5			0
EMT-Intermediate Certificate	22.00	1				
Engineering Design Tech Certificate	31.00		1			
Entrepreneurship	31.00	4	2	3	3	4
Heating	32.00	1				
Medical Coding	32.00	1	2	12	12	13
Office Assistant	32.00	2	4	1	7	2
Paramedicine	37.00	1	2	3	2	4
Plumbing	28.00	4		2	1	0
Precision Machining Technology	33.00	1				16
Structural Welding	31.00	9	4	14	15	
Drinking Water						0
Waste Water						3
Welding & Metal Fabrication	34.00	10	8			0
Wind Power Technology	33.00			7	9	10
<b>Total</b>		<b>69</b>	<b>35</b>	<b>48</b>	<b>63</b>	<b>63</b>

**Associate**

Accounting	68.00	26	23	20	19	18
Accounting Information Systems	69.00	8	2			
Auto Collision Repair	71.00	18	14	18	14	16
Automotive Technology	69.00	29	22	27	28	32
Building Construction Technology	68.00	11	13	18	13	16
Business Administration	66.00	47	49	51	64	47
Career Studies	60.00		62	73	70	95
Community Paramedicine	60.00	4	3	2	1	8
Computer-Aided Drafting Technology	65.00	11	3			
Computer & Network Technology	66.00		12	26	24	22
Computer Electronics	70.00	22	8	1		
Diesel Hydraulics Technology	68.00	29	29	30	31	32
Early Childhood Education	64.00	28	24	18	29	31
Electrical Construction & Maintenance	67.00	30	27	34	23	23
Emergency Medical Services	69.00	18	20	21	8	11
Engineering Design Technology	65.00		6	1		
Health Information Management	66.00	13	19			
Health Information Technology	66.00	14				
Liberal Studies	60.00	214	94	90	81	81
Medical Assisting	65.00	44	44	48	49	34
Medical Office Administration	68.00	10	5			
Nursing	70.00	68	67	64	61	60
Plumbing & Heating	67.00	16	19	22	17	19
Precision Machining Technology	66.00	6	17	19	12	10
Precision Metals Manufacturing	69.00	13	1			
Residential Construction	68.00	5				
Water Treatment Technology						6
Wind Power Technology	71.00	6	7	6	1	
Undeclared		320	308	243	233	
Total		1,010	898	832	778	561
Total Undergraduate		1,079	933	880	841	624

4.3

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

For Fall Term, as of Census Date

Number of credits*	3 Years Prior (Fall 2 )	2 Years Prior (Fall 2 )	1 Year Prior (Fall 2 )	Current Year (Fall 2 )	Next Year Forward (goal) (Fall 2 )
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**Master's (add more rows as needed)**

Total		0	0	0	0	0

**Doctorate (add more rows as needed)**

Total		0	0	0	0	0

**First Professional (add more rows as needed)**

Total		0	0	0	0	0

**Other; specify (add more rows as need)**

Total		0	0	0	0	0
Total Graduate		0	0	0	0	0

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

**Credit Hours Generated By Department or Comparable Academic Unit**

3 Years Prior (FY 2015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
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**Undergraduate (add more rows as needed)**

Arts & Sciences	8,625	7,506	7,130	6,501	6,855
Business Technology	3,501	2,652	2,001	2,324	1,958
Nursing	3,024	2,636	2,929	2,225	2,325
Trade & Technical	5,155	4,650	4,731	4,367	4,896
EMS				273	291
Total	20,305	17,444	16,791	15,690	16,325

**Graduate (add more rows as needed)**

Total	0	0	0	0	0

**Information Literacy Sessions**

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

URL of Information Literacy Reports:


## Standard Five: Students

### Description

Northern Maine Community College provides its students with the tools, resources, and guidance necessary to succeed. This process begins at the pre-enrollment stage and continues until graduation. The college strives to evaluate and improve the services offered to its students.

### Admission Policy and Procedure

In accordance with its [Mission Statement](#), NMCC aims to recruit, accept, and retain students who are capable of achieving their occupational objective. The institution's [College Course Catalog](#) and website outline the various considerations that play into the decision-making process, such as completion of high school or equivalency, occupational standards, and proficiency in English for non-native speakers.

The college has established an admission procedure to ensure consistent and equitable consideration of all prospective students. This procedure is applied to all matriculated students regardless of full-time/part-time status, main campus or satellite location, or mode of class delivery (i.e., in-person, hybrid, or online). High school transcripts, letters of recommendation, student essays, and personal interviews are all factors taken into account when evaluating student performance. In order to determine appropriate course [placement](#), the Admissions Office relies on SAT scores or administers the Accuplacer test. This tool also aids in the decision of whether or not remedial work is necessary.

Due to the tightening of financial aid regulations and concerns about time-to-completion, NMCC has increasingly focused on encouraging and assisting students to become college-ready prior to attendance. Students who demonstrate the greatest academic needs in basic writing skills, reading, and math are referred to Adult Education, Job Corps, or other remedial services and admission is deferred until this remediation takes place. Recently, the college was awarded a MCCS grant to assist with college success for underprepared prospective students. This project, which aims to overcome the barrier to degree completion that remedial/developmental classes present to college students required to take them, is one of several efforts the college has initiated to assist students to degree completion. The program, Students Making Academics Reality w/ Technology Start (SMART Start), gives students who were required to take a remedial/developmental course as a condition of acceptance the chance to meet that requirement at no cost during the summer preceding enrollment. Additionally, to help these high-risk students succeed, the program includes the college's student success class, various technologies that are useful to other college students, and a weekly attendance incentive in the form of a gas card. The SMART Start program was expanded in partnership with the Presque Isle Adult Education program so individuals with longer-range intentions of coming into the college could begin their remediation during the regular academic year and not have to wait to participate in the campus-based SMART Start program.

NMCC is committed to the ideal of a diverse campus environment and strives to make the college community a warm, welcoming place for all students. For example, the institution's publications include representation from diverse groups, such as nontraditional students, students

of color, and students with disabilities. This is in keeping with the college's efforts to encourage prospective applicants from under-represented groups. Although the population in the local area is about 95% White, NMCC recruits throughout the state, New England, and beyond. To the extent possible, the college plans programming and cultural events on campus that focus on diversity. The admissions staff continues to develop ties with local Native American tribes in an effort to increase the number of Native Americans attending post-secondary education. The college has a close, ongoing relationship with the local Job Corps Center (located in Limestone, Maine), recently extended via the Advanced Career Training (ACT) program with the current Job Corps contractor. The ACT program assists successful Job Corps students who are attending NMCC by providing them with housing and other benefits. In addition to increasing the ethnic and racial diversity on campus, this program has also helped to expose local NMCC students to a wider range of viewpoints and experiences. The college's relationship with Job Corps has served as a benefit for all concerned parties.

In an effort to maximize limited marketing and recruitment budgets and to address the preferred communication methods used by traditional age students, efforts are underway to use digital media more fully and to develop an "app" for mobile devices. The ultimate goal is to be able to go from the prospect stage where the potential student downloads the app to the eventual capability of scheduling for classes, links to financial aid, and other services that enrolled students utilize.

Under the umbrella name On Course for College, the institution has implemented two initiatives to enroll high school students across the state in college courses. Concurrent enrollment agreements exist with sixteen career and technical high schools and regional centers throughout Maine. These agreements ensure reduced costs, reduced duplication, and exposure to college-level faculty and work for high school students. Additionally, they lead to increased communication between NMCC faculty and the faculty at high schools and Career and Technical Education centers (CTE). College faculty strengthen this partnership by serving on advisory committees at some of those centers. NMCC promotes the High School Aspirations program at both the local and the statewide level to qualified high school students in the area. Through this program, qualified students can enroll for college courses at vastly reduced tuition rates. Integration into college courses alongside traditional age college students affords these high school students the opportunity to acclimate to the college experience, better preparing them to attend NMCC or another academic institution in the future.

In order to attract students in need of workforce development training, the college has developed a close relationship with local adult education programs and workforce development agencies. These agencies provide invaluable support and resources that enable local adults to retrain for new careers during precarious economic times. NMCC works with Maine Career Centers, the Department of Labor, Workforce Development, and other agencies to provide support and retraining for their clients.

The institution provides the necessary accommodations to help its students prosper. As part of the college's commitment to people with differing abilities, NMCC has designed all facilities on campus to be accessible to individuals with disabilities. Whenever possible, the college accommodates the individual needs of its students, assessing and modifying facilities, and



programs with an eye toward equal opportunity. The Director of Counseling handles any inquiries regarding specific accommodations. Following the guidelines set forth by the MCCS, the college's website clearly outlines the steps required to request disability-related accommodations.

Providing a safe, fair, and welcoming campus is essential for the college's success. NMCC clearly posts its policies and procedures regarding harassment, sexual harassment, nondiscrimination, and affirmative action on the college's website, in the [Student Handbook](#), and in the Course Catalog. In accordance with these policies, the institution does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, age, or marital, parental, or veteran status. In recent years, the college has increased efforts to encourage women to enroll in nontraditional trade and technical programs. Each year, the Gender Equity Coordinator meets with prospective students at area Career and Technical Education Centers to provide education and outreach regarding nontraditional programs at NMCC. The Gender Equity Coordinator also works closely with New Ventures Maine to coordinate the Totally Trades Conference, an experiential learning event that exposes students in grades 8-12 to nontraditional programs and career opportunities. "[Breaking the Mold](#)," a monthly article written by the Gender Equity Coordinator, serves to reinforce gender nontraditional career choices by highlighting successful students and graduates who chose to take a nontraditional career pathway.

#### Student Services and Co-Curricular Experiences

The primary endeavor of Northern Maine Community College is to ascertain the needs of students and to provide services that most effectively meet these needs. Faculty and staff reach out to the entire student body and to inform them of the services to which they have access. Through a consistent process of planning and evaluation, the college ensures that the appropriate support is readily available to the student population.

From the beginning of a student's academic career at NMCC, the college ensures that they are aware of the support services available to them and are adequately prepared for their educational endeavor. For example, students receive a handout at New Student Orientation, which advises them of available support services. This in-person orientation, which all students are required to attend prior to their first semester, includes a wide range of activities, including procedural necessities such as issuing student ID cards, registering vehicles, reviewing immunization requirements, and providing strategies for student success. All students are also required to complete a non-graded "class" called NSO (New Student Orientation) 600. The mandatory online activities include a wide variety of topics such as policies and procedures, as well as other essential information students need in order to navigate the college world more successfully.

Early in the process, the Counseling/Student Support Services staff identifies student needs. Upon entry, counselors review student's academic and admission records. Of the incoming student body, approximately 30% are "at risk," a descriptor marking the student as being in need of counseling and/or other support services. At-risk students are referred to one of the college counselors. The assigned counselor then contacts the student early in the semester to discuss successful academic strategies and to coordinate appropriate support services, such as tutoring. In many cases, counselors monitor at-risk students during their first academic year, frequently continuing this practice into the second year.

The college works in concert with a range of programs and agencies to provide adequate support for students facing additional challenges in their lives. For example, NMCC's Counseling/Student Supports Services Office works closely with local agencies such as Aroostook County Action Program, Vocational Rehabilitation, Health and Human Services, and the Loring Job Corps Center to ensure vulnerable students are receiving appropriate guidance. These clients often require a variety of support services, including career counseling, tutoring, childcare referral, transportation assistance, personal and social support, and academic monitoring in order to overcome the barriers to completing their education.

The institution has identified Liberal Studies majors as a portion of the student body more likely to be on academic probation and to drop out of college. This being the case, NMCC has placed special focus on Liberal Studies students to increase the program's retention rates. The TRIO/Student Support Services grant, first awarded to the college in 2001, enables NMCC to provide additional support services to these students, many of whom have expressed interest in eventually achieving a bachelor's degree. The project designed a paired class for Liberal Studies students who identified transfer to a four-year institution as an academic goal. This learning community establishes a bond and a sense of connectedness among the students, increasing the likelihood they will complete the program and successfully transfer to a baccalaureate-awarding institution. Students within the learning community attend two common courses in the fall semester and another two in the spring. In addition, the TRIO/SSS Transfer Specialist delivers an intensive first-year seminar course (College Success), follows them through their time at NMCC, and assists them with transfer and other necessary services. The college's TRIO/SSS grant has been continuously awarded since its inaugural grant and remains fully funded through 2020. The project's staff work closely with faculty and tutoring staff to coordinate all support services to those who qualify, including intensive academic advising, financial assistance in the form of scholarships for those who qualify, and academic support.

Services and counseling are also available to students planning to transfer and earn a four-year degree. In conjunction with the Arts and Sciences faculty, the college's transfer counselor coordinates a visit to University of Maine at Presque Isle's University Day, which provides an opportunity for NMCC students to learn more about the baccalaureate programs offered at the institution. Recently, NMCC's faculty, Academic Dean, and the Transfer Specialist have worked in concert to foster and coordinate transfer opportunities to the UMS. Husson University has a site located on the NMCC campus and works cooperatively with faculty and students on transfer opportunities. As mentioned in Standard Four, the UMS and MCCC have devised a [Block Transfer Agreement](#) that allows for a seamless transfer opportunity for students who have completed the block of courses in eight domains of learning common to all UMS general education core curricula.

In 2016, NMCC received a Gorman Foundation grant that funds a Student Navigator. The Student Navigator works with a cohort of students each year who meet specified criteria. From onboarding students to helping them work through myriad academic, personal, and financial challenges they may encounter, the Student Navigator assists the students and coordinates with other staff and faculty to foster student success and retention.

Local students commonly face financial challenges when trying to obtain an education, so the college's Financial Aid Office administers a wide-ranging program, which includes scholarships, grants, work-study, and loans. Upon entry, all students are encouraged to apply for financial assistance, as the guidelines for different categories need to be assessed on an individual basis. The college website, the Financial Aid Office, and the Student Handbook all provide financial aid information for students. The experienced staff in the Financial Aid Office facilitates the awarding of all federal Title IV funds, including Pell Grants, Supplemental Education Opportunity Grants, Academic Competitiveness Grants, the College Work-Study program, Stafford Loans, and Parent Loans for Undergraduate Students. Each year, students are awarded approximately \$4.5 million. This service, which is also accessible to part-time students, is utilized by about 80% of NMCC students. Over half of all students leave the college with some debt at the end of their studies. Default rates for students range from 18.7 to 23.5. **(Data File 5.3)** Students complete an online scholarship application that will determine which scholarships they may be qualified to receive. To address the issues surrounding student loan debt, the Financial Aid Office opts not to package student loans as part of the initial award letter. Instead, students must ask for loans, complete a registration with SALT, and complete loan entrance counseling prior to awarding any student loans, which includes exploring all other avenues for funds.

The college's financial aid programs are audited in compliance with all federal requirements. Through 2016, Baker, Newman, and Noyes was the firm contracted by the MCCS to perform compliance and A133 audits. At present, Berry, Dunn, McNeil, and Parker have the compliance and audit oversight contract. To date, NMCC is compliant in all financial aid areas. The college's Business Office and Financial Aid Office staff coordinates the disbursement of all financial assistance to students.

Students who are military veterans can receive financial and academic counseling from the Assistant Director of Financial Aid and VA Certifying Official. As a designated service member's opportunity college, NMCC ensures specific guarantees for students with veteran status.

The on-campus Academic Success Center (ASC) is a vital resource for students. Supervised by a three quarters-time staff member, the center provides peer tutoring for all subjects. In addition, several faculty members utilize the ASC to conduct study groups and offer additional tutoring. The ASC gives students access to the latest academic tools and technologies, allowing students to sign out laptops, tablets, and Livescribe smart-pens, as well as enabling access to Dragon NaturallySpeaking software and other educational programs. According to 2015-2016 statistics, students who received math tutoring had a pass rate of 71%, compared to a 58% pass rate for students who did not receive tutoring in the subject.

Counselors, in conjunction with the ASC staff, offer informational sessions on a wide range of topics, including study skills, time management, note-taking, test-taking/test-anxiety, resume writing, and interviewing skills. By linking scholarship opportunities to attendance at these sessions, the counselors and staff incentivize students to become active participants.

The college's faculty and staff provide academic advising for students. One of the strongest predictors of student success is close contact and communication between students and the

faculty and staff. Fostering these relationships has led to program and service improvements. Students provide feedback on staff and programmatic effectiveness through a variety of documented mediums, leading to program modifications.

The counseling staff also offers academic advising services. By providing these services during evening hours, the office is able to reach students who are unable to utilize this support during typical business hours. The counseling staff offers a range of essential services, including academic and career counseling, course registration, consultation regarding tutoring services, financial aid, and employment opportunities, and coordination with daytime campus staff. Plans are underway to better utilize technology to offer these services to students remotely via FaceTime, Skype or other video-conferencing platforms.

The college has made significant efforts to enhance communication between instructors and the student support staff concerning student performance. Through the implementation of several warning systems, counselors can contact struggling students early in the semester to provide assistance. Following the first four weeks of a semester, instructors notify the Counseling/Student Support Services Office of students who are struggling in a particular course. Using this information, counselors attempt to contact each student receiving a warning. In addition, instructors issue mid-term warnings midway through the semester, via the JICS eLearning course program and attendance warnings to students and the Counseling/Student Support Services Office. On a regular basis, counselors visit trade labs in order to address student needs and concerns. An in-house alert system using EX/JICS data to send an alert to the student, counseling staff and advisor is currently under development. This system would provide real-time notification when certain triggers are set off, such as attendance and failing grades. This will cut down on the lag time present in the current warning mechanisms. Although each department handles this process in a slightly different manner, a concerted effort is made to facilitate contact between the student and the advisor as early as possible.

In addition to being able to take advantage of the resources available on the main campus, students taking classes at off-campus sites have access to an advising professional employed at that site to assist students with academic questions that arise. Additionally, asynchronous delivery of student services are delivered via an Internet-based delivery system for routine paper-based processes such as class registration, grade reports, admission, transcripts, scheduling, billing, and financial aid information. This process ensures that students can access necessary information in a timely, convenient manner.

The college employs qualified, experienced, and dedicated student services staff. When available, members of the department are encouraged to engage in continuing professional/personal development. Although off-campus professional development opportunities are limited due to budget constraints, staff has utilized online professional development opportunities to enhance and improve their service. The [Student Satisfaction Inventory](#) results provide evidence that support staff treats students in a pleasant, courteous manner and students are satisfied with the service.

Over the years, NMCC has developed an approach to career placement services that differs from more conventional methods utilized by other academic institutions. In addition to offering walk-

in career planning and placement services in an office, the college's Early College for ME program hosts an annual career fair that puts students into contact with employers from across the state. In the fall of 2016, the college instituted the [College Central Network](#), a computerized job-listing site. The Career Counselor maintains the site and the college promotes its use to students, alumni, and employers. The Network reduces employers' advertising costs and helps businesses attract qualified, skilled workers into available positions. The site also serves as a career planning resource for students, providing a wealth of information regarding resume preparation, cover letter writing, and interview skills through various formats including informational articles, videos, and podcasts.

The college also promotes a healthy lifestyle through many of its student activities. NMCC offers a variety of lifestyle-focused activities and workshops such as HIV testing, smoking awareness, drug and alcohol awareness, blood drives, Sex Jeopardy, Wellness Wednesdays, and Healthy Relationships game nights. These activities encourage student engagement and allow students the opportunity to educate themselves. As an active participant in statewide health initiatives, NMCC is able to offer a number of associated prevention, education, and social norming projects to students. In order to promote healthy dining options in the dining commons and the campus store, the Working on Wellness committee has collaborated with Aramark, the college's food service provider. Both of these heavily trafficked areas prominently display nutritional guides and health information with the aim of encouraging students to make healthy choices. *Student Health 101*, a monthly electronic publication made available to students, offers healthy lifestyle information on a variety of topics of concern to college students. Finally, students have free access to the Smith Wellness Center to encourage healthy activities.

In addition to promoting healthy choices, student events also help to create a sense of community on campus. A diverse range of activities are offered on campus, including Mocktails at Monte Carlo Night, Senior Makeover Day, a Student Senate Christmas party, a Super Bowl party, a Halloween costume contest, a hypnotist, white water rafting, a community ski night, movie nights, auctions, and a De-Stressing Day. NMCC sponsors and coordinates activities and events by various people and organizations, including the Student Senate, residential life staff, student affairs staff, and many volunteers. All activities are posted to a central location on the college's portal, which is accessible to all students. Through a cooperative agreement with the nearby University of Maine at Presque Isle (UMPI), NMCC students can attend both campuses' events for the same student fee, which has expanded the number and kinds of offerings to students.

Although NMCC does not currently participate in organized athletic associations, the Director of Residential Life helps the college offer opportunities for intramural athletic participation for students. This intramural program encourages students to develop their leadership skills and to experience new activities. With the addition of the Smith Wellness Center in 2013, the college has offered a full range of aerobic and strength-based activities to students free of charge. Staff and community members pay a reasonable fee in order to utilize the facilities and equipment. In addition to individualized programs developed by certified professional trainers, the campus also offers programming such as spin classes, Zumba, and yoga. Currently, plans are underway to work with individual departments to link physical demands of the respective careers in addition to the technical skills offered at the college.

The college enables motivated students to enhance and exercise their leadership skills through participation in campus clubs and organizations. The Student Senate provides student with a formal introduction to participatory democracy and offers the most direct route to influencing campus policy. Other student-run clubs and organizations on campus include the Phi Theta Kappa honor society, the Early Childhood Education Organization, SkillsUSA, an EMS Association, a Wind Power Club, the Student Nurses Association, and a Games Club.

Another opportunity for students to develop leadership skills is in the Department of Residential Life. Resident Assistants are among the most highly trained, selective group of students on campus. These students exercise responsibility in number of areas, including peer advising, safety and security, social, recreational, and educational programming, and facilities. Resident Assistants have a role in the student disciplinary process (i.e., reporting), but their leadership capabilities are most effectively exerted through role-modeling responsible, ethical behavior.

The Dean of Students, the student affairs staff, and other appropriate staff members access student records on a need-to-know basis. The data collected from these records is used in the admission process, placement, and advising, maintained throughout a student's attendance at NMCC to aid in evaluating a student's progress. The institution ensures that all student records are protected and used in a responsible manner. All paper records are confidentially maintained and stored in locked, fireproof filing cabinets. Designated student affairs staff members are the only individuals with access to these files. No staff member may remove or inspect a student's file without the permission of the Dean of Students or the designee. A staff member must complete a sign-out sheet if a student folder is removed from the file. The Registrar and the Information Technology Office are responsible for the safety and security of these records. Northern Maine Community College's Student Records Policies and Procedures (page 21 in the [Student Handbook](#)) and the Family Educational Rights and Privacy Act (FERPA) guarantee the confidentiality of all student records.

The college handles and disposes of student records via an established, ethical procedure. Upon graduation, dismissal, or withdrawal, student records are transferred to permanent files in the student affairs file room. Warning letters and miscellaneous correspondence are removed and destroyed, but all other records are retained for five years after graduation or the date of the student's last attendance. Student academic transcripts are maintained permanently.

The college collects data from a variety of sources in order to evaluate programs and services. Each year, the TRIO/SSS, Perkins, and Student Navigator programs submit performance reports to their respective oversight offices, providing information on programming offered, student retention, graduation rates, and transfer rates. In accordance with federal reporting mandates, the college's Registrar collects a wide range of data. The MCCS requires summary reports for their benchmark goals. Federal reporting mandates for the Cleary Act and to other funding and federal agencies are met as well.

The collection and analysis of data concerning retention has played an increasingly vital role in decision-making at the institutional level. Through the [Student Satisfaction Inventory](#), the college is able to utilize student feedback to determine best practices and to recommend improvements. In addition, the MCCS and NMCC have instituted the benchmarking of key

performance indicators. Since 2006, the college has utilized the [Community College Survey of Student Engagement \(CCSSE\)](#) to assist in the tracking of student retention and satisfaction. Additional methods, such as more informal evaluations created in-house like bullet surveys and DoodlePolls, are used to assess the effectiveness of student service activities. Participation in the Achieving the Dream network is the latest in this series of initiatives to guide strategies for improvements in the areas of student success and institutional outcomes.

The Dean of Students has been instrumental in developing, implementing, and evaluating the Student Code of Conduct. The code is available, in full, to all students both electronically via the college's website and portal and in print version in the [Student Handbook](#). Student conduct violations are adjudicated using the procedures in the Code of Conduct to ensure due process for all. The Director of Residential Life, who administers these agreements, deals with violations of the Campus Housing Agreement. Provisions in the agreement permit appeals of any decision to the Dean of Students. The campus Disciplinary Committee sits as an independent appeal board should any student want to appeal either the decision or sanction of a Conduct Officer.

### Appraisal

Northern Maine Community College has consistently endeavored to improve the quality of the college experience for its students. The use of objective measures has been elemental in guiding these efforts. Since 1994, the Student Satisfaction Inventory has been essential to this improvement process. NMCC's Retention Committee administers the SSI and the CCSSE, reviews the data gathered, and makes recommendations for improvements to the college's administration. By identifying the gap between student satisfaction and stated importance, the SSI enabled the college to pinpoint where limited institutional resources would provide the most benefit. The Maine Community College System adopted this measure as a component of its institutional benchmarks. The SSI and the CCSSE are administered in alternating years to ensure a steady flow of useful data.

Each year, the college's senior leadership produces a campus report that outlines a variety of benchmarks deemed critical by the MCCS. NMCC's senior leaders are responsible for contributing to this report and reviewing the document upon completion. The MCCS's Director of Institutional Research provides the college with additional technical support. This office is establishing a data mart and reporting project that will significantly improve the reporting and research capacity across the system. This advance will provide the institution with increased options and abilities with regard to institutional research.

Student Affairs has employed decision-making strategies like Kaizen, a process that seeks to constantly improve and fine-tune the institution at all levels. Since implementing ideal decisions often requires resources unavailable at the time, Kaizen's focus on making incremental improvements has provided the institution with a more realistic and effective alternative. For example, faculty issue four-week warnings in addition to the traditional mid-term warning to offer counselors additional time to intervene with students who are struggling with their work. In addition to the SSI and the CCSSE, the college has utilized a variety of techniques to accurately measure performance against benchmarks and offer NMCC a means of comparing itself with peer institutions. The indicators used include: MCCS benchmark reports, IPEDS reporting,

federal grant reports (TRIO, Carl Perkins, CARS), campus-generated surveys, the annual graduate survey, content area surveys/evaluations, and campus focus groups.

The college has developed various ways to address the challenge of utilizing and sharing its collected data. The Retention Committee has dealt with student satisfaction and retention. Some student affairs staff have shared data and improvement strategies at faculty/employee meetings. On the college's information portal (My.NMCC.edu), an area labeled "Reports" gives employees access to a wealth of statistics and reports of interest. This site, however, needs to be more actively maintained, publicized, and utilized. The Student Affairs staff, administrators, and the Retention Committee collect and analyze data received through various assessment instruments, resulting in several policy and program changes. Recently, the CCSSE results indicated that there was a divergence between students' perceptions and faculty and staff's perceptions of the same situations. Students indicated that they received very little academic advising or career counseling or were rarely involved with community events, despite the fact that many programs involve projects for the community, and advising and counseling take place frequently. Reflecting on these findings, the Retention Committee developed a plan to promote a better understanding of the terminology. For example, when the carpentry class builds a ramp for the local senior citizens' center, the instructor describes this as a community service project to the students involved. When a student sits with their advisor, the advisor calls it an "advising meeting," not just a "meeting," thereby codifying the intent and scope of the activities.

In addition to the previously mentioned instruments and processes, the student affairs staff assesses student satisfaction through the administration of a campus characteristics survey to graduating seniors. These students were chosen to complete the survey because they would likely be the least threatened to provide honest feedback about the college. Annually, the college also collects data from resident students about staff and programmatic effectiveness. NMCC employs evaluation instruments to gather student feedback at various campus events, such as the New Student Orientation. This feedback enables the college to make program modifications. For example, such feedback led the institution to increase the amount of time spent doing hands-on activities with the student information portal.

### Challenges

Budget constraints have proven to be a challenge for the Student Affairs Division of the college. Because of the adoption of Kaizen as an operating philosophy, however, the institution has been able to improve continually the quantity and quality of support services available to the student population. The college has made a conscious choice to seek external funding and partnerships to benefit the institution and the student body. Capital improvements have been limited to the areas of most urgent need or where external regulations mandate change. The Student Affairs Division has suffered from a lack of self-promotion of the services and activities offered. This has led to either a misunderstanding of the division's mission or otherwise uninformed colleagues. The division staff has faced additional burdens due to the increased emphasis on internal and external accountability.

Overcoming this resistance to change remains a challenge for the college. As NMCC strives to meet certain needs such as increased scholarship funds, it places additional responsibilities upon staff lacking adequate technology or methods in place to distribute the funds. While the staff



welcomes and supports the efforts to raise the much-needed funds, these challenges can sometimes create daily frustrations.

Another challenge facing NMCC regards long-term local and statewide demographic trends. Locally, statistics have indicated that the traditional-aged student population will continue to decline through 2025 and likely beyond. As of 2015, NMCC's primary service region has had a general population decline from over 94,000 in 1970 to just over 68,000 in 2015. This has led to a steady decline in the number of eligible students in the service area and a concomitant decline in student enrollment. Concerted effort has been made to increase enrollment through recruitment and retention. Completed applications have increased from 377 to 405 but acceptance rates have fallen (72.1% to 68.4%) as has the rate of those who enroll after acceptance (68.4% to 62.1%). Transfer applications have grown (143 to 157) while the rate of those who enroll after acceptance has declined slightly (79.2% to 75.9%). Data between the years seems to fluctuate, making it difficult to draw conclusions. **(Data File 5.1)**

Over the past three years, there has been a decline in both headcount and FTE. Although full-time enrollment of freshmen seems to have leveled off in the last two years (261 and 268 first year and 168 and 160 second year), the downward trend is grounds for concern, especially when coupled with the steady decline in part-time enrollment which has declined from 445 to 311. Likewise, the numbers for full-time second year students has declined from 239 to 160 for first year students while the numbers of part-time students has remained stagnant (97 to 101). Considered in total, the head count of the college has declined from 1079 three years ago to a current total of 840. Of greater concern is the steady decline in FTE. When broken down, it seems that the number of full-time students has stabilized (429 and 428 over the past two years), while the FTE of part-time students continues to decline from a high of 542 three years ago to a low of 412 today. Total FTE has also been on a steady decline from 701 three years prior to 567. These numbers reflect the changing demographics of the service area and state of Maine in general and as such represent a major challenge for the college moving forward. **(Data File 5.2)**

Therefore, college admissions staff has started recruiting more heavily students outside of the primary service region. Currently, 70%-75% of NMCC's student population is from the Aroostook County region. One barrier to recruitment outside of the local area is that the campus is located 165 miles away from major population centers. This challenge has led to a renewed concentration on persistence to an associate's degree and/or transfer to a four-year institution. The current focus is on attracting students from a larger geographic area while retaining the students currently enrolled at the college. In addition, research needs to be conducted to make the best use of marketing strategies and limited financial resources. An increased social media presence could help to address this challenge. As noted in the Admissions Office description, efforts are underway to enhance digital/social media presence and applications. These efforts are still in the planning and development stages and results of these efforts began in fall 2017. More effort needs to be made to insure that the college brand is consistent and has the eye-catching appeal to attract the interest of the widest possible audience.

Retention can be strengthened by addressing student concerns in a meaningful way. For example, students have noted that limitations in class scheduling and delivery methods have sometimes made attendance difficult or unfeasible (see Standard Four for efforts to address this

concern). As previously mentioned, NMCC has recently become an Achieving the Dream institution. This membership comes with enhanced support for student advising, retention, sequencing, and other opportunities to enhance the experience for our students.

The increased need for academic support and advising/support services is a clear reality facing the college. As the population becomes more traditionally aged, the demand for services that addresses their unique ways of accessing information changes. Generational trends show that the current traditional-aged students are used to accessing information immediately through their electronic devices at any time. Most of the people delivering student services at NMCC are two generations removed from the current incoming students; therefore, delivery of information in a matter that is consistent with the students' needs is imperative, but also challenging.

Due to continued efforts to increase the number of area residents graduating college, an already under-supported area of the college will be additionally burdened. Wherever appropriate, NMCC plans to continue utilizing grant-funded services. Challenged with the task of extending those services to populations that do not meet grant guidelines, the existing staff will need to find innovative ways to meet the anticipated increased demand. Staff must also emphasize the role that student support services play in student success, providing data to substantiate this claim. The goal of this is to increase institutional support for future growth, given that current institutional financial commitments to these services are minimal and predominantly supported by grant funding. Currently, these vital services remain vulnerable to the caprices of the legislative process. While the importance of these services is documented and recognized, program expansion will be restrained until additional resources are identified and allocated.

While the data gathered from the aforementioned instruments has informed and improved NMCC's retention efforts, additional work needs to be done. Financial constraints have prevented the college from purchasing the retention module in JenzabarEX. Instead, the college is developing a "home-grown" early alert system utilizing the technology of the JenzabarEX student management system to create a method of warning the student support specialists while intervention and remediation are still viable options. Although this system will lack some of the functionality of the JenzabarEXI retention module, this incremental change will nonetheless improve the ability of support staff to reach at-risk students and increase the likelihood that the students will be successful.

An ongoing challenge is recruiting a diverse student body. According to data from the [US Census Bureau](#), the State of Maine is one of the least diverse states in the nation with a white population of 94.8%, 1.5% African American, 1.6% Hispanic or Latino, 1.2% Asian. NMCC compares favorably with the state with a white population of 87%. When considering the gender of students, women comprise over half of students enrolled and FTE. **(Data File 5.4)** While NMCC is more ethnically diverse than the state of Maine, the institution must still strive to increase the diversity of student body. One challenge to this goal is the local Native American populations graduate at a much lower rate than White students. According to 2012 IPEDS data, only 25% of Native American students graduating compared to White students who graduated 42%.

NMCC's Student Affairs Division has an experienced and well-qualified staff, but succession planning remains inadequate because it is based on individual motivations. Staff illnesses or other sudden absences may place services on hold or significantly challenge the remaining staff.

Financial constraints have posed a challenge for student services at the college. Since many student support services are funded by grants and are not part of the regular budget, the precarious nature of grant renewals creates uncertainty about continued funding of these services. Reporting requirements and data tracking obligations put increased burden on already thinly staffed departments. The college has many programs that each have their own reporting requirements that have become more stringent over time involving more data gathering and assessment of effectiveness.

Finances continue to create an access barrier for many students. Increasing scholarship money available to students and opportunities for college-based work-study are essential to NMCC's recruitment and retention of students. The college has received more scholarship money of late, but each scholarship comes with unique selection and reporting criteria putting an increased burden on an understaffed Financial Aid Office. The loan default rate is unacceptably high and there needs to be more personnel to reach out to students to inform them of their options before defaulting, i.e., income-based repayment and forbearance. **(Data File 5.3)**

### Strengths

One of NMCC's key strengths as an institution is its Student Affairs Division, which is comprised of several veteran staff members who consistently demonstrate their commitment to high-quality support services for all students. Through creativity, innovation, hard work, and willingness to try new things and seek alternative funding sources, the division continues to perform well when compared with divisions at similar institutions, as demonstrated in the latest SSI and CCSSE. The views and best practices of the division staff are frequently solicited by their peers. The college's student population has remained relatively consistent over time as measured by high school class rank. Initiatives such as Early College for ME and a new Aroostook County Adult Transitions grant project have strengthened the college's ties to local high schools and adult education programs. New marketing efforts are underway to connect with local students as well as increased social media presence and mobile apps that speak to the communication preference of traditionally aged students.

Strong support for student services is one of NMCC's most significant assets. Through On Course for College, the umbrella term for all dual and concurrent credit initiatives throughout the MCCS, the college links high school students with college academic programs. Initiatives like Early College for ME and High School Aspirations are now experiencing growth and expanding, reaching out to other areas of the state of Maine and encompassing more academic disciplines. The Aroostook County Adult Education Transition Project (ACCEPT to College) is a project aiming to better prepare local adults for the transition to college. This project helps to establish a connection between adults with college aspirations and developmental academic services crucial for their college success. NMCC is the recipient of Navigating Success, a new three-year private grant designed to increase student recruitment, retention, and graduation to the population it serves. The college also serves student needs via the TRIO/Student Support Services Project and the Carl Perkins Special Populations Project.

In the recent SSI survey, NMCC students have identified other successful aspects of the college. They share the opinion that NMCC has a good reputation in the community. Students report that the campus is safe, welcoming, and well maintained. In general, they feel that the faculty and staff treat them pleasantly and courteously. The survey notes that students find the Academic Success Center and its tutors to be helpful and readily available. Students also affirm that computers are widely accessible on campus. Students highlighted the college's library resources and services as a strength, as well.

Standard V: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>Assessment of programming</b></li> <li>• <b>Optimization and implementation of services at little to no cost</b></li> <li>• <b>Dedication of professional staff</b></li> <li>• <b>Partnerships with various constituents to increase student preparedness for college</b></li> <li>• <b>Grant funding</b></li> <li>• <b>Transfer and articulation agreements with 4-year institutions</b></li> <li>• <b>Educational resources for students</b></li> </ul>	<ul style="list-style-type: none"> <li>• Funding for student support services primarily relies on grants</li> <li>• Informing the wider campus community of results of assessments and implementing changes based on those results</li> <li>• Reporting out of day-to-day operations of student services to the wider campus community</li> <li>• Recruiting a more diverse student body</li> <li>• Providing cross-training for critical services/addressing understaffing</li> <li>• Addressing academic advising inconsistencies and retention rates</li> </ul>

### Projections

The competitive environment also heightens the demand for data. Ready data access and convenient, supportive analysis is essential. To inform decision-making, institutional leadership requires data, trends, and other pertinent information. Informed decision-making necessitates the availability of data and requires the sharing of this data with all members of the institution. The sharing of information will enable college staff to learn from one another and will allow them to respond more effectively to unforeseen challenges and issues. Student success is the primary aim of the college and the various components of the institution work toward this overarching goal.

Student success and retention is a primary goal of the MCCS and the NMCC Strategic Plans. A vital component of that effort is the recent initiative by all the campuses of the MCCS to implement the Achieving the Dream program. Although the program is still in the information gathering and professional development stage, NMCC faculty and staff are enthusiastic about the program's focus on individualized intervention and its effects on student retention. In the recent SSI survey, students lamented the lack of an individualized approach in advising and counseling; the Achieving the Dream program will help to address these concerns.

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Standard Five: Projection

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Action	Persons Responsible	Time Frame
<b>Utilize strategies identified through participation in Achieving the Dream national reform network to improve student success.</b>	AtD Coordinator and team	2018-2020

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**Standard 5: Students**  
**(Admissions, Fall Term)**

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

Credit Seeking Students Only - Including Continuing Education

<b>3 Years</b>	<b>2 Years</b>	<b>1 Year</b>	<b>Current</b>	<b>Goal</b>
<b>Prior</b>	<b>Prior</b>	<b>Prior</b>	<b>Year</b>	<b>(specify year)</b>
<b>(FY 2015)</b>	<b>(FY 2016)</b>	<b>(FY 2017)</b>	<b>(FY 2018)</b>	<b>(FY 2019)</b>

**Freshmen - Undergraduate**

Completed Applications	563	565	526	564	570
Applications Accepted	443	416	501	407	430
Applicants Enrolled	321	281	308	275	285
% Accepted of Applied	78.7%	73.6%	95.2%	72.2%	75.4%
% Enrolled of Accepted	72.5%	67.5%	61.5%	67.6%	66.3%
Percent Change Year over Year					
Completed Applications	na	0.4%	-6.9%	7.2%	1.1%
Applications Accepted	na	-6.1%	20.4%	-18.8%	5.7%
Applicants Enrolled	na	-12.5%	9.6%	-10.7%	3.6%

Average of statistical indicator of aptitude of enrollees: (define below)

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**Transfers - Undergraduate**

Completed Applications	143	106	107	157	165
Applications Accepted	125	77	101	87	90
Applications Enrolled	99	61	55	66	70
% Accepted of Applied	87.4%	72.6%	94.4%	55.4%	54.5%
% Enrolled of Accepted	79.2%	79.2%	54.5%	75.9%	77.8%

**Master's Degree**

Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

**First Professional Degree**

Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

**Doctoral Degree**

Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-

**Standard 5: Students**  
**(Enrollment, Fall Term)**

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

Credit Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Goal (specify year) (FY 2019)
<b>UNDERGRADUATE</b>						
First Year	Full-Time Headcount	298	218	261	263	277
	Part-Time Headcount	455	409	357	330	337
	Total Headcount	743	627	618	593	614
	Total FTE	518	398	420	378	370
Second Year	Full-Time Headcount	239	185	168	158	167
	Part-Time Headcount	97	119	94	90	70
	Total Headcount	336	304	262	248	237
	Total FTE	183	192	163	187	195
Third Year	Full-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	337	403	429	421	444
	Part-Time Headcount	542	528	431	420	407
	Total Headcount	1,079	931	880	841	851
	Total FTE	701	590	584	565	565
	% Change FTE Undergraduate	na	-15.8%	-1.1%	-3.3%	0.1%
<b>GRADUATE</b>						
First Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount					
	Total FTE					
	% Change FTE Undergraduate	na	-	-	-	-
<b>GRAND TOTAL</b>						
	Grand Total Headcount	1,079	931	880	841	851
	Grand Total FTE	701	590	584	565	565
	% Change Grand FTE Undergraduate	na	-15.8%	-1.1%	-3.3%	0.1%

**Standard 5: Students  
(Financial Aid, Debt, Developmental Courses)**

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

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

<http://www.nmcc.edu/admissions-financial-aid/admissions/overview/>

	(FY 2015)	(FY 2016)	(FY 2017)
<b>Three-year Cohort Default Rate</b>	23.4	18.7	23.5
<b>Three-year Loan repayment rate (from College Scorecard)</b>	46.3%	40.3%	43%

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

**Student Financial Aid**

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Total Federal Aid	\$4,694,636	\$3,727,327	\$3,280,710	\$3,137,505	\$3,190,000
Grants	\$2,267,417	\$1,811,869	\$1,651,506	\$1,835,993	\$1,850,000
Loans	\$2,258,364	\$1,801,392	\$1,479,253	\$1,193,879	\$1,200,000
Work Study	\$123,855	\$114,066	\$149,951	\$107,633	\$140,000
Total State Aid	\$313,250	\$365,785	\$324,700	\$359,250	\$360,000
Total Institutional Aid	\$388,088	\$315,502	\$399,173	\$338,478	\$340,000
Grants	\$356,795	\$298,165	\$380,657	\$338,478	\$340,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$155,525	\$120,763	\$92,752	\$100,891	\$100,000
Grants	\$155,525	\$120,763	\$92,752	\$100,891	\$100,000
Loans	\$0	\$0	\$0	\$0	\$0

**Student Debt**

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

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Undergraduates	57%	58%	56%	50%	50%
Graduates					
First professional students					

For students with debt:

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

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Undergraduates	\$14,229	\$13,870	\$12,825	\$12,308	\$12,000
Graduates					
First professional students					

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

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Undergraduates	\$9,392	\$10,254	\$8,707	\$11,025	\$11,000
Graduate Students					
First professional students					

**Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)**

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					



**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), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	309	229	165		
Female	413	266	176		
American Indian or Alaska Native	22	14	11		
Asian	2	2	2		
Black or African American	12	9	4		
Hispanics of any race	19	13	9		
Native Hawaiian or Other Pacific Islander	2	2	2		
Nonresident Alien	12	6	3		
Race and Ethnicity unknown	12	9	3		
Two or more races	10	5	4		
White	631	437	303		
<b>Graduate Admissions information</b>					
	Completed Applications	Applicants Accepted	Applicants Enrolled		
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Undergraduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
<b>Category of Students (e.g., male/female); add more rows as needed</b>					
Male	235	151	386	287.33	386
Female	205	262	467	292.33	467
American Indian or Alaska Native	7	10	17	10.33	17
Asian	0	3	3	1.00	3
Black or African American	6	0	6	6.00	6
Hispanics of any race	10	5	15	11.67	15
Native Hawaiian or Other Pacific Islander	3	1	4	3.33	4
Nonresident Alien	4	4	8	5.33	5

Race and Ethnicity unknown	11	165	176	66.00	176
Two or more races	12	3	15	13.00	15
White	385	240	625	465.00	625
			0		
<b>Graduate Enrollment information</b>	<b>Full-time Students</b>	<b>Part-time Students</b>	<b>Total Headcount</b>	<b>FTE</b>	<b>Headcount Goal (specify year)</b>

Category of Students (e.g., male/female); add more rows as needed

			0		
			0		
			0		
			0		
			0		
			0		

Please enter any explanatory notes in the box below

## Standard Six: Teaching, Learning, and Scholarship

### Description

#### Faculty and Academic Staff

The Northern Maine Community College faculty is committed to providing high-quality instruction to prepare students to enter the workforce or to transfer to a four-year academic institution. Through effective and innovative pedagogical techniques, instructors support the diverse learning needs of the student body. This student-centered approach is in keeping with the college's [Vision Statement, Mission Statement, and Core Values](#).

To achieve its mission and goals, NMCC employs thirty-eight full-time and thirty-two adjunct faculty in five academic departments: Trade and Technical Occupations, Arts and Sciences, Business Technology, Emergency Medical Services, and Nursing and Allied Health. The college serves nearly 700 students on the main campus, and three outreach sites (St. John Valley, Houlton Higher Education Center, and Van Buren), plus secondary schools for dual enrollment course students.

NMCC is fortunate to have access to well-qualified teachers with experience and knowledge in their chosen field. There are fourteen full-time faculty members in the Trade and Technical Occupations department, all of whom have the appropriate licenses and credentials. All full-time faculty in the Arts and Sciences, Emergency Medical Services, and Business Technology Departments have appropriate credentials. The Nursing and Allied Health department is composed of seven full-time instructors, five of whom have the appropriate credentials. Faculty within each department chooses the Department Chair. These five Department Chairs are responsible to the Academic Dean. The Academic Dean and Department Chairs meet on a weekly basis. **(Data File 6.2)**

In addition to teaching courses and lab sessions, NMCC faculty contributes to the success of the college in a variety of ways. Faculty are responsible for reviewing and revising curricula, advising students, recruiting and overseeing adjunct instructors, and serving on college committees. Professional development funds are available through departmental budgets and Perkins funding. Faculty regularly partakes in professional development activities in order to stay aware of recent developments in their field and to enhance their teaching methods. For example, in 2015-2016 twenty-four faculty participated in professional activities, receiving some type of financial support to do so. Other faculty members participated in professional development activities on their own for accreditation or certification requirements.

Faculty are provided with a range of professional development opportunities, including seminars, conferences, online training, and on-campus workshops. The Academic Dean informs the campus community of professional development activities and opportunities, and provides opportunities on campus such as professional development days and other programming.

Many faculty members choose to pursue advanced degrees, certifications, licensures, and credentials in their respective fields. Some faculty have to meet annual continuing education

requirements to fulfill for maintaining licensure and certifications. In an effort to assist faculty seeking advanced degrees, instructors have the opportunity to request a sabbatical to conduct research. In the past five years, three faculty have taken advantage of this opportunity to earn their doctorate degrees. All faculty are encouraged to participate in professional development with some financial support provided through administration or department budgets whenever resources are available. The college provides professional development on campus each semester by offering a variety of workshops during administrative days. The library maintains a professional development collection for faculty and staff, allowing faculty and academic staff to make requests for materials to add to the library's collection.

The recruitment and hiring of faculty is part of a thoughtful, engaged process with a key focus on providing students with a positive educational experience. Faculty are recruited through advertisements, the college website, and word of mouth. The primary factors considered in the hiring process are the applicant's professional qualifications, academic and technical experience, and knowledge of the academic field. Guided by federal and MCCC policies, a search committee makes the final recommendation in the hiring process while the President makes the final hiring decision. Faculty is actively involved in the hiring process by serving on these search committees.

Some faculty participates in professional practice and professional and community organizations. For example, all adjunct faculty and two full-time faculty in nursing work in nursing service. In the Trade and Technical Occupations Department, several instructors work in professional service. The EMS adjunct faculty and the Medical Coding Instructor work in professional practice as well.

The academic staff includes one Assistant Dean of Learning Resources, the Academic Success Center Coordinator, and four counselors. All but one holds a master's degree in their field. Our academic staff supports student success through a variety of roles including teaching, tutoring, counseling, and research and information literacy instruction. The counseling office plays a vital role in retention through academic advising, personal counseling, student advocacy, and assessment of student needs (e.g., financial aid, outside resources, and success beyond academic services). Counselors and faculty are also responsible for implementing the TRIO first-year learning community that helps low income, first generation students progress from an associate in arts degree through transfer to a baccalaureate program.

NMCC ensures that all faculty members are aware of the MCCC policies and procedures. In addition to receiving a [Faculty Handbook](#) including these policies and procedures during orientation, full-time and adjunct faculty are notified that this information is readily available online. The MCCC provides a generous pay and benefits package and the college has a part-time Human Resource/Payroll Coordinator to answer questions and provide additional information. Provisions in the [Maine Community College Trustees Agreement with the Maine Education Association Faculty Unit, 2015-2017](#) protects academic freedom, which is seen by the college as essential to fostering an open, honest, and challenging learning environment.

Faculty contractual security, salary, and benefits are set via the collective bargaining process at the system level. In accordance with the collective bargaining agreement, Department Chairs carefully and thoughtfully assign faculty workload in a manner that prioritizes student need and faculty well-being. The Department Chairs prepare the academic schedule for each semester in consultation with faculty members. Scheduling of courses keeps students' needs in mind. The campus maintains a Faculty Management Committee to address concerns about work conditions that may arise.

Per the faculty contract, NMCC calculates the faculty's workload as Teaching Load Credit (TLC) and contact hours. Teaching load for full-time faculty is fifteen Teaching Load Credits with adjustments based on the number of different course preparations and on lab time (which counts as two credits for three hours). Currently, Nursing is working to update workload definition. Overload compensation is calculated at an hourly rate determined by the Faculty Management Committee.

#### Faculty Evaluation

In order to maintain its commitment to the college's Mission Statement and Vision Statement, NMCC regularly evaluates the performance of its faculty. Students provide feedback about instructors via opinion surveys administered through the campus portal. Annual performance reviews are conducted for faculty and academic staff, with Department Chairs completing a faculty evaluation assessing the overall performance of the instructors in their department.

#### Teaching and Learning

In delivering educational content, the NMCC faculty utilizes a variety of pedagogical approaches and techniques in order to serve a student body with diverse learning styles and needs. Faculty facilitates student learning through group instruction as well as one-on-one interaction. The program curriculum and accreditation standards, as well as faculty expertise and experience, inform and guide the educational content of courses. Each year, faculty review and revise curriculum content to ensure that all materials and procedures are current and best serve students. During this process, faculty consult updated textbooks and other academic resources from content experts for guidance and assistance. The Nursing program receives data analysis from standardized testing and licensing examinations, which demonstrate student mastery and preparedness within the field. Similarly, Trade and Technical Occupations programs have licensing and certification testing to demonstrate student mastery and to meet learning outcome goals. Business Technology faculty use both faculty-produced and publishers' tests to assess student learning outcomes and competency-based learning outcomes. The textbook publisher website provides test measurement data that faculty can use to examine performance. Advisory committees are instrumental in providing feedback concerning how well students are prepared comprehensively. Using a variety of qualitative and quantitative information, faculty undertake periodic and systematic evaluation of their academic programs.

In addition to traditional lecturing, the college's faculty employ a variety of delivery methods for their content, such as: case studies and problem-solving activities; writing assignments; practice

of psychomotor skills; multimedia instruction via audio/video and film clips, student classroom presentations; and lab and clinical experiences. Faculty also incorporate numerous innovative teaching techniques in their online offerings, including the use of discussion boards, audio and video resources and presentations, and group work activities and presentations. Some instructors offer hybrid courses, which combine online learning with regularly scheduled in-person class meetings on campus.

Each degree has learning outcomes for the program supported by Student Learning Outcomes for each course. A number of programs require that specific criteria be satisfied before admitting students to the program. This ensures that the student has the necessary skills and knowledge needed to succeed in his or her studies.

The college uses Jenzabar's Learning Management System (LMS), eLearning, for all of its courses. Through the LMS, faculty can provide students with various course-related materials and information. In particular, the college requires all faculty to keep attendance and record grades through the gradebook portion of this software to assist students in keeping abreast of their progress in the course. A number of faculty utilize the portal to store handouts and other course related documents, administer tests, and to communicate with their students. Maintaining up to date attendance and grading records allows faculty to notify students and counselors when student's progress is not satisfactory progress or when a student's attendance is lacking. Once notified that a student is struggling with a particular class, the counselors can contact the student and arrange for suitable tutoring or assistance. This is an important part of the college's overall retention strategy.

The NMCC faculty represent a diversity of experiences, interests, and viewpoints. While many programs have only one faculty member, related and general education courses do allow students options in choosing an instructor who best matches their learning style and personality. A few courses, such as English Composition and mathematics, have multiple sections that may allow some students to choose the best section for their schedules.

Many instructors work with students in special projects, capstone activities, and creative relationships within the community to meet certain educational objectives. For example, Auto Collision and other programs in the Trade and Technical Occupations department serve the local community by performing work for paying customers. Also, students in Building Construction and Electrical Construction supported a locally-held international biathlon via the construction of media booths for the sporting event. Well elders in the community are paired with students in the Nursing department for a special project as well. Additionally, faculty engage with students outside of the classroom through campus events, field trips, conferences, presentations, community projects, and as advisors for campus organizations.

Faculty members also foster relationships with students as academic advisors. Faculty, who teach in the student's major or a related field of study, serve as advisors to students. Advisors guide students to available resources on campus for counseling, financial concerns, and medical needs. Upon acceptance into the college, students receive a welcome letter informing them of the name of their faculty advisor. The student's advisor is listed on the eLearning student portal, as well.

The TRIO program, the Perkins grant, the Student Navigator program, the Early College for ME program, and Counseling/Student Support Services staff provide additional advising assistance.

Located in the Counseling/Student Support Services Office, the counseling staff performs a wide array of essential services. For example, counselors partake in academic advising, personal counseling, student advocacy, and assessment of student needs (e.g., financial aid, outside resources, and success beyond academic services), as well as implementing TRIO's first-year learning community. In addition, they organize and oversee the Campus Job Fair and the Senior Makeover Day. The Counseling/Student Support Services Office also delivers information, workshops, and assistance to aid students in useful employment strategies such as interviewing techniques and resume writing. The Director of Counseling serves as the campus ADA Coordinator for all ADA issues and disability services.

The Trade and Technical Occupations and Business Technology departments have formal, paid internships with area businesses that earn academic credit and informal, paid internships not taken for credit. Business Technology has paid internships periodically with one or two students per academic year. Trade and Technical Occupations programs have a few students per year who are able to register for an internship. This provides the student with on-the-job training and financial compensation from the employer.

Other work opportunities for students are available through the federally funded work-study program, Maine Community College System College Works for ME state funding, and department budgets. Federal work-study positions are available throughout the campus in a range of settings such as lab assistants, office assistants, tutors, library assistants, college store employees, and in service areas on campus including maintenance, custodial, and food service. Students in the Early Childhood Education program who qualify for federal work-study are able to participate in the America Reads and America Counts programs and work at local childcare facilities such as the Aroostook County Action Program in the community.

## Appraisal

### Strengths

One of Northern Maine Community College's major assets is the commitment and dedication exhibited by its faculty and academic staff. Many faculty willingly take on duties outside of the classroom, such as serving on committees, advising campus organizations, and working with students on an individual basis to reinforce classroom lessons. In student surveys, students have noted the care and concern shown by college employees.

Faculty longevity demonstrates the close connection instructors share with the institution. This wealth of experience in the classroom creates a sense of stability and a depth of knowledge that benefits the students. Using personalized, hands-on instruction, faculty teach course content using the best practices and adapting to the ever-changing needs of the workplace. Students have also identified timely instructor feedback concerning student progress as one of the institution's strengths. Unlike most community colleges, where adjuncts teach over half of all courses, NMCC relies primarily on full-time faculty to deliver instruction.

NMCC has an excellent reputation with area employers. For example, Maine Mutual Group has consistently praised the quality of our graduates and demonstrated their gratitude by underwriting the cost of a business technology classroom and workspace. Area hospitals actively recruit our graduating class of nurses, and the college's collaboration with area colleges via articulation agreements further establishes the college's standing within the state. These articulation agreements validate the campus's commitment to teaching excellence and institutional effectiveness.

### Challenges

Over the past ten years, four associate degree programs (Medical Office Assistant, Engineering Design Technology, Health Information Management, and Wind Power Technology) and one certificate (Welding and Metal Fabrication) have been discontinued. The Health Management program and faculty member have been transferred to Kennebec Valley Community College (KVCC), but NMCC students can still earn a degree in that program through courses offered on campus at NMCC and online through KVCC. The number of full-time faculty has dropped from 45 in 2008 to 38 in 2017. Of particular concern is the decline in the applicants to the nursing program that has led to a decrease in the number of full-time Nursing and Allied Health faculty from 12 to 9 at a time when nursing graduates are in high demand. (**Data File 6.1, Data File 6.4**)

In order to accommodate the shifting demographics, NMCC is exploring flexible schedules for course offerings, particularly adding evening classes to the schedule in a wider variety of academic areas. Alternate delivery methods, such as online and hybrid courses, would reach a broader audience as well. In order to deliver classes at times convenient for working adult learners, however, greater demands placed upon the faculty and their teaching schedules would need to be altered. Faculty who have been recently hired have contracts which stipulate that part of their workload may be during the evening hours. Additional faculty training and support would be necessary for the college to expand its online and hybrid offerings. NMCC has recently offered administrative faculty days focusing on online and hybrid courses, which may help alleviate faculty concerns.

As identified in the 2008 Self-Study Report, academic advising continues to be a concern. The college is seeking a balance between the ease and convenience of online scheduling and advising and the traditional personal connection between faculty and students. The more we move to online access, the less contact students have with advisors. While some departments have been very successful with regard to advising students, there is room for improvement on an institutional level. Additional education and training for faculty could improve faculty's advising capabilities. Better communication across departments would allow those departments with proven success in advising to share their methods. One potential method to communicate this information is through workshops focusing on best practices and advising strategies. Planned implementation of a Jenzebar EX Advising module is set to take place during the 2018-2019 academic year. This will better enable students and advisors to develop an educational plan and track students' progress throughout their educational career.

The college could benefit from developing additional ways for students to connect with their advisors online. Posting faculty photos, contact information, and office hours on the college website to encourage students to interact with their advisors. In addition, NMCC could better



utilize available technology and current software to document and track interactions between advisors and advisees.

In recent years, the Academic Dean and Department Chairs have made an extensive effort to improve supervision and integration of adjuncts into the academic community. Since the last 2008 Self-Study Report, the college has updated its [Adjunct Faculty Handbook](#) and has implemented professional development sessions for adjuncts at the beginning of each semester. Full-time faculty rely on student concerns to monitor adjunct coursework, and take action to rectify any deviation from the expected standards of rigor in courses. There could be better communication between full-time and adjunct instructors. This enhanced interaction would help to facilitate greater continuity with teaching methods and syllabi.

There is a lack of consistent professional development funding, a concern noted in the 2008 Self-Study Report. Due to budgetary constraints, the college relies heavily on Perkins funding. More effort should be made to develop a stream of other funding sources. In addition, a better use of faculty professional development funds for webinars and online training could be more cost-effective and convenient.

The college realizes that course opinion surveys provide essential, invaluable information for the continued success of the institution. Therefore, increasing the response rate for these online surveys is a priority.

Standard Six: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>NMCC has an excellent reputation within the community</b></li> <li>• <b>Excellent library and student success center (student resources, tutoring, library resources)</b></li> <li>• <b>A knowledgeable, experienced faculty willing to take on additional duties</b></li> </ul>	<ul style="list-style-type: none"> <li>• More interaction between advisors and advisees is necessary</li> <li>• Communication between full-time faculty and adjunct instructors should be improved</li> <li>• Better tracking of professional development would give a more comprehensive picture of the college</li> </ul>

### Projection

Improved academic advising and retention are two of the major goals of the MCCS's strategic plan, and so it is with the college. Upcoming updates to the advising module of Jenzabar will provide additional tools to better advise students and strengthen retention. To utilize this software, faculty will need additional education and training on the use of advising software for faculty would provide the basic tools for advising strategies. Another strategy would be to hold workshops where faculty advisors and counselors could share best practices and successful techniques. Finally, finding new ways to connect students with their advisors online will strengthen access to advising for both on campus and off-site students. Posting faculty photos, contact information, and office hours on the college portal would facilitate interaction.

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### Standard Six: Projection

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Action	Persons Responsible	Time Frame
<b>Develop a system of consistent and effective advising to improve retention and persistence by upgrading advising software; training faculty and staff of features of software upgrade; and providing opportunities for faculty to share effective strategies</b>	Full-time faculty and the IT department  Retention Committee	2018-2020

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2015 )	(FY 2016 )	(FY 2017)	(FY 2018)

**Number of Faculty by category**

Full-time	43	40	34	38
Part-time	0	0	0	0
Adjunct	48	29	32	33
Clinical	4	4	5	5
Research	0	0	0	0
Visiting	0	0	0	0
Other; specify below:				
Total	95	73	71	76

**Percentage of Courses taught by full-time faculty**

--	--	--	--	--

**Number of Faculty by rank, if applicable**

Professor				
Associate				
Assistant				
Instructor				
Other; specify below:				
Total	0	0	0	0

**Number of Academic Staff by category**

Librarians	2	2	1	1
Advisors	4	4	4	4
Instructional Designers				
Other; specify below:				
Tutoring Coordinator	1	1	1	1
Total	7	7	6	6

6.1

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
FT	PT	FT	PT	FT	PT	FT	PT

**Number of Faculty Appointed**

Professor								
Associate								
Assistant								
Instructor	0	0	1	0	3	0	4	0
No rank								
Other								
Total	0	0	1	0	3	0	4	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								
Associate								
Assistant								
Instructor	3		5		1		1	
No rank								
Other								
Total	3	0	5	0	1	0	1	0

**Number of Faculty Retiring**

Professor								
Associate								
Assistant								
Instructor	1		4		0		1	
No rank								
Other								
Total	1	0	4	0	0	0	1	0

**Fall Teaching Load, in credit hours**

Professor	Maximum							
	Median							
Associate	Maximum							
	Median							
Assistant	Maximum							
	Median							
Instructor	Maximum	28.00		28.00		25.00		25.00
	Median	16.40		15.70		15.20		15.50

No rank

Maximum

Median

Other

Maximum

Median


Explanation of teaching load if not measured in credit hours

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6.3



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

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)
<b>Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Male	21	0	21	22
Female	13	0	13	16
Caucasian	34	0	34	37
minority	0	0	0	1
			0	
			0	
			0	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
<b>Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed</b>				
Male	0	0	0	0
Female	7	0	7	7
Caucasian	7	0	7	7
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

## Standard Seven: Institutional Resources

### Description

Northern Maine Community College possesses the financial, physical, and human resources necessary to maintain the high-quality educational standards and achievements for which the institution is known. Evaluation and oversight processes ensure the long-term stability of the college and assure that resources are administered with integrity and an eye toward the future. NMCC also strives for continual innovation and improvement in its ability to allocate and utilize resources.

### Human Resources

NMCC has a dedicated faculty, administration, and support staff, focused and devoted to serving the college's students. For the 2016-2017 academic year, the college employed 38 full-time faculty members and 32 adjunct faculty. These instructors provided the necessary classroom, lab, and on-site learning experiences for 429 full-time and 451 part-time students. The college's administrative and support staff include 47 full-time employees. **(Data File 7.1)** Additional services are contracted as needed. For example, to extend security coverage the college contracts with Securitas to provide additional security services during hours when the NMCC security staff is not on duty.

### Financial Resources

#### Funding

While NMCC receives funding from a variety of sources, its primary funding source is Maine state government appropriations, which provides approximately 70% of the college's operational revenues. The State of Maine has a biennial budgeting process, which sets the appropriated funding for the M CCS and is then allocated to each of the colleges within the system.

The tuition and fees paid by NMCC's students, which account for 15% to 20% of operational revenue, provide the majority of the remaining operational funding. This funding source varies in accordance with changes in enrollment and tuition and fee rates. This revenue, combined with state appropriations, ensures financial stability for M CCS and NMCC.

Although those two sources make up the bulk of NMCC's funding, several other funding sources contribute to the institution's base operations. These additional resources provide the college with items and opportunities that would not otherwise be accessible. These supplemental funding sources include:

- Grant Funding (related to each specific grant purpose)
- NMCC and M CCS Foundation and Endowment Funds (provides endowed scholarships for students)
- Periodic Bond Funding (normally used for major capital projects, deferred capital maintenance, academic program expansion, lab equipment, etc.)
- State of Maine Gaming Funds (used to support student success initiatives)



- Maine Quality Center (uses funds for specific workforce projects)
- Private gifts to the college and/or college foundation (normally used to support specific academic programs and capital needs in accordance with donor wishes)

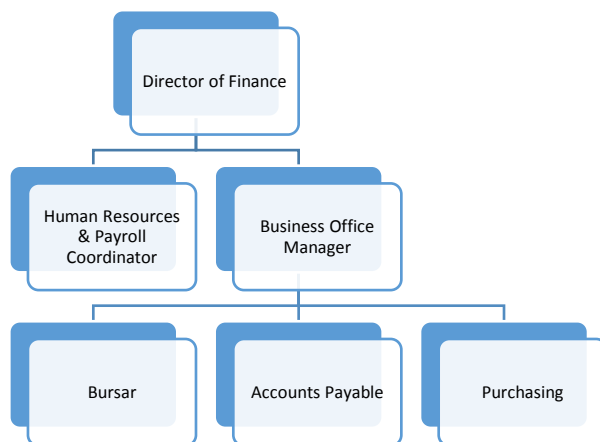
While resources at public institutions like NMCC often seem constrained, these additional forms of support are invaluable and contribute greatly to the college’s continued success. In accordance with college’s [Mission Statement and Core Values](#), these stable and varied financial resources provide the means to maintain high-quality programs at an affordable cost to students, business and industry, and the community.

Financial assistance to students provides a pathway to graduation and makes college an accessible, feasible goal to students from various backgrounds and experiences. Like the college’s funding, financial assistance for NMCC students comes from a variety of sources. The college distributes Title IV federal financial aid (such as Pell grants, federal work-study, direct subsidized and unsubsidized Loans, State of Maine scholarships, and endowed scholarships). Local business and industry, Aroostook County Action Program (ACAP), Native American Assistance, and the Department of Veteran Affairs also provide support for NMCC students.

*Fiscal Management*

With regard to fiscal management, a clear and consistent hierarchy exists within the state system. MCCS’s Chief Financial Officer and staff serve all of the colleges within the system. A common set of financial policies and procedures provides a solid platform and internal controls.

With many years of financial experience, the NMCC financial staff provides capable leadership and service. The Director of Finance is a Certified Public Accountant and a Certified Internal Auditor with over twenty years of financial experience. (See Financial Organization Chart below)



*Budgeting and Monitoring*

Each year, NMCC composes a detailed budget for each academic program and administrative area of responsibility at the request of the MCCS Board of Trustees and the system Chief Financial Officer. In cooperation with the President’s Cabinet (executive management at

NMCC), the academic Department Chairs, the administrative department managers, faculty, and staff, the Director of Finance manages this process for the institution.

Detailed budget templates are distributed in late winter for preparation by individual cost center managers. Then a consolidated budget constructed from these initial budgets is reviewed and analyzed. Typically, it is an iterative process to prioritize and allocate available resources to individual budget areas. Final budgets are submitted to the M CCS Board of Trustees in June for initial approval. A second review of the budgets is undertaken in early fall in order to make any necessary minor revisions or adjustments. Following this step in the process, the document is then sent to the M CCS Board of Trustees for final approval.

Next, the college prepares monthly variance analyses, which are reviewed by the President's Cabinet. Each budget owner receives a monthly report indicating the status of his or her budget. NMCC's President and Director of Finance then review and approve any modifications to the budget.

Early each spring, a review of operating results is undertaken. In addition, a revised budget projection in summary form is sent to the system office for the board to review. This process provides an estimate of where each college in the system expects to end the fiscal year.

#### *Financial Audit Requirements*

In accordance with Generally Accepted Auditing Standards and the standards applicable to financial audits contained in Government Auditing Standards issued by the U. S. Comptroller General, the M CCS is audited annually. Unqualified (i.e., "clean") audit opinions have been issued. Although there have not been any in recent years, the college would review any management letter or other auditor comments and take appropriate actions.

#### *Information, Physical and Technological Resources*

##### *Information Resources*

The library provides research assistance and interlibrary loan service to support faculty and staff research, professional development, scholarship, and continuing education. A professional development collection is available for faculty and staff. The library maintains a reserve section where faculty can make materials available, such as copies of textbooks, for students. The campus community can sign out tablets and there are computers available for public use in the library's open reading area.

Funding for library acquisitions has declined steadily over the past four years. To offset this decline and to provide greater access to resources, the library has steadily shifted its purchases toward electronic resources. Four years ago the percent of resources available physically was 60% while today that number is 20%. (**Data File 7.6**) Another reason for the shift in percent of physical versus electronic resources is the move of the Academic Success Center (ASC) into the library space. In 2016-2017, the college relocated the Academic Success Center into the library, creating a Learning Commons, a convenience for students looking for academic assistance and scholarly resources. In order to accommodate the ASC, 6,000 print items were removed from

the library. All requests for purchases are accepted, and materials are added to the collection based on available funding. Priority is given to acquisitions that support the mission and curriculum of the college. The Tabitha and Steven King Foundation has generously provided grants to the library. In total, the library has received over \$61,000 in grant funding from the King foundation. The Maine Humanities Council has provided a little over \$5,000 in grant funding to purchase display cases. This funding was matched with a \$5,000 personal donation to the library.

Instructors can schedule classroom visits for information literacy instruction, and the librarian is available to collaborate with faculty to create assignments and exercises that encourage critical thinking and information literacy skills consistent with the Association of College and Research Libraries Framework for Information Literacy for Higher Education.

Throughout the academic year, the library invites guest speakers, authors, and community members to give presentations. Faculty, students, and staff are also encouraged to give talks, demonstrations, and presentations in the library. The library also hosts reading groups, with NMCC faculty and staff as facilitators. Other hosted events include First Friday Art walks, art shows, and displays of student work. In this way, the library supports student retention through co-curricular learning outside of the classroom. The library runs a common reading program each academic year, such as the NMCC Library Common Read or one of the Maine Humanities Council reading series. The library also partners with area organizations and agencies, including the Maine Humanities Council reading programs, the Presque Isle Historical Society and the Maine Arts Commission Creative Aging grant program. The library was one of seven institutions in Maine to receive a National Endowment for the Humanities grant: Bridging Cultures Bookshelf, Muslim Journeys. It provided the library with books, films, and online resources that addressed the history and culture of Muslims in the U.S. and around the world. NMCC faculty were facilitators for several film and book discussions.

The weekly hours of operation have declined from 60 to 48 over past four years due to a reduction in staff, a reduction in work-study funds, and an increase in the hourly pay for work-study students. (**Data File 7.6**) The library is no longer open on weekends and has shorter hours during the week. Library resources are available 24/7 via the library webpage. Students and faculty can access databases with full-text articles, streaming videos, language videos, e-books, audiobooks, and tutorials on how to use library resources.

The college's online portal provides students, faculty, and staff with a wide range of important information, including access to coursework, academic records, admissions, student and employee information, and college policies. Due to the wealth of information it makes available, its use has increased dramatically in recent years. Most of the college's courses utilize the portal in some way, typically by recording attendance, displaying grades, and providing course-related documents like the syllabus.

#### *Physical Resources*

The college facilities consist of five main instructional/administrative buildings and five residential buildings, including the dining commons. The instructional and administrative areas

measure approximately 226,000 square feet, while the residential space takes up about 33,000 square feet. Recent additions and renovations have helped to maintain adequate facilities for the college's needs. (**Data File 7.8**)

In 2013, NMCC added the Smith Wellness Center and the Akeley Student Center to the Christie Building. The wellness center contains a variety of exercise equipment, a group exercise room, locker rooms, and restrooms. The student center provides a food service café, several seating areas as well as the health center, security office, and other support spaces. This project also renovated some areas of the Christie Complex and addressed some of the [deferred maintenance issues](#).

NMCC has also converted a section of Aroostook Hall, a former residential building, into a classroom and lab space for the Computer Networking Technology program. This project included the creation of an expanded lab for the Precision Machining Technology program in the Christie Building.

The Admissions Office has been relocated to the space formerly occupied by the Academic Success Center. This new location is in a more heavily trafficked and central area of the campus, positioned in the lobby of Christie Complex, the campus's main building. The office is more open and spacious and provides additional area for interviewing and interacting with prospective students and their families. This area also houses a test center that is used by the campus community and the public.

The Mailman Building houses five academic programs. There are only five single-user restrooms in the building, which is inadequate for the number of people it serves. Additional restroom facilities and an expansion of the Diesel Hydraulics Technology program top the list of additions and renovations.

The Automotive Collision Repair program is located in its own building that is 1960s-era construction. It is a steel frame, 8,300 square foot building. The building has been well-maintained over the years, but is in need of renovations to improve insulation, lighting and ventilation.

The Christie Complex is the main academic building on campus and consists of the Christie Building, the Martin Building, the Akeley Student Center, the Smith Wellness Center, and the Edmunds Conference Center and Library. The Christie Complex is approximately 122,000 square feet and is over 95% utilized. The main exception is the former Welding and Metal Fabrication lab and classroom. The space, approximately 5,400 square feet, has excellent potential for repurposing which the college is currently considering.

There are four dormitory buildings at NMCC totaling approximately 47,000 square feet. The present capacity is 205 beds. Andrews Hall is being converted to single rooms because of the demand. This will reduce capacity by 35 beds. Washington Hall is currently used as housing for the Director of Housing and Residential Life and his family, and also for special group guests and student family housing. In the fall of 2017, the family housing project began providing housing for students and their family to remove one of the barriers to academic success. The total

capacity of the dorms with the reduction at Andrews Hall and the family housing in Washington Hall will be 158. Dorm occupancy has been averaging 90 students over the past 4 years. This puts the occupancy rate at 57% for the reduced capacity. Penobscot Hall is the most underutilized dormitory in the past few years. The building has approximately 9400 square feet and a capacity of 48 beds. The college has been considering options for repurposing Penobscot Hall. The student population at Northern Maine Community College has been averaging about half male and female. The population of residential life students, however, consists of approximately 80% male and 20% female. The college is considering options for making the dormitories more attractive to female students. Finally, the college offers “housing on demand” for those who need over-night or short-term housing.

Reed Dining Commons is approximately 9600 square feet and includes the kitchen, dining area, and two meeting rooms. The private contractor, Aramark, provides food service, offering three meals a day during the week and two meals a day on weekends, when classes are in session. Students living in the dorms are required to purchase a meal plan. The dining hall is open to the campus community as well as the public.

#### *Technological Resources*

The Information Technology staff is responsible for academic and administrative technology development, installation, and support. Currently, there are six full-time employees on the information technology staff (Dean of Technology and Facilities, Programmer Analyst, Manager of Information Systems and Energy, Information Systems Support Specialist II, and Information Systems Support Specialist I and Receptionist). Contract and work-study help varies from year to year, but the office averages one or two work-study students each year.

The campus network infrastructure is composed of over 65 virtual and physical servers. Over the past three years, the college has invested in upgrading the datacenter, unified communications, and the wireless and wired network infrastructure. (**Data File 7.7**)

Typical classroom technology includes a desktop computer for the instructor, a projector, and a document camera. Classrooms are configured for easy laptop access to the projection equipment. Video conferencing is available in two classrooms, mobile unit, and remote site via a Cisco video conferencing infrastructure. On campus, there are three general computer labs and three Trade and Technical Occupations Department computer labs.

## Appraisal

### Human Resources

In recent years, the college has cut the number of full-time positions from 90 to 82 to right-size the budget. (**Data File 7.1**) Most of these cuts were faculty due to declining enrollment in some programs. However, a decrease in the number of programs also means a decrease in enrollment and a loss of revenue. Moving forward, resources from programs that are no longer viable should be allocated to new or high need or new programs. On a positive note, the college has added a part-time Human Resources Coordinator as recommended in the 2008 Self-Study Report.

## Financial Resources

Northern Maine Community College is committed to maintaining the financial stability of the institution. Through various funding resources and sound fiscal management, the college continues to provide students with a high quality, cost-effective education.

From FYE 2015 to 2016, the college operated at nearly a break even pace. FYE 2017, projected FYE 2018, and next year forward FYE 2019 show sizeable increases in the Total Increase in Net Assets due in large part to substantial Gifts, bequests and contributions not used in operations. These bequests help to offset the costs of the new Logging and Water Treatment programs, which would not have been feasible without outside support. These two programs and the addition of a nursing cohort in the Calais region will increase enrollment and related revenues, but concern for overall enrollment and the lower revenue remain. The other positive on the revenue side has been the steady appropriation from the State of Maine. Each year the state appropriation has grown by a modest percentage. This revenue has provided the college with a constant revenue stream in uncertain times. **(Data File 7.3)**

In addition to changes in revenue, the most important factor in balancing the budget has been the steady decrease in expenses. The largest cuts came in the Instruction expenses which declined by \$600,000 from FYE 2015 to FYE 2017. Most of this savings came from faculty and support staff layoffs, retirements, or departures as a result of discontinuance of low enrollment programs. These savings were partially negated by the steady increase in Student Services and Institutional Support. Instructional costs take a sizeable upturn in the Current Year and Next Year Forward due largely to the addition of new programs mentioned above and related instructional supply costs. **(Data File 7.3)**

The college relies on varied funding sources to underwrite the costs of operation. In addition to the tuition and fees collected from students, NMCC also depends on other sources such as state appropriations, grants, and financial aid, the Foundation for Maine Community Colleges (FMCC), the Maine Quality Center, and State of Maine bond packages. The college also receives support from the NMCC Foundation and donors giving to college programs. Business and industry contribute to the institution's revenue stream as well, through donations of cutting edge technology that keeps programs up-to-date. In recent years, industry has donated oil burners, diesel engines, Get-A-Grip Modular Head & Modular Base, and computers to support the work of our technology programs.

Being part of the Maine Community College System affords NMCC deeper and broader resources and support. The Board of Trustees and the Board's Finance Committee provide oversight and guidance for the institution with regard to planning and monitoring control over financial resources. NMCC's comprehensive financial planning and budgeting is concurrent with the State of Maine's two-year budgeting cycle. The college's wide array of partnerships across the state has ensured that it will remain economically viable and stable in the future. For example, the college collaborates with KVCC to deliver a Health Information Management Degree, with WCCC to deliver a Nursing Degree, and with WCCC and EMCC to develop and deliver a Mechanized Logging Operations training program.

Through the appropriate allocation of resources, the college has demonstrated sound fiscal management that serves the institution's mission, vision, and values. As well as approving budgets, the college's finance team produces monthly reports to approximately eighty cost centers and compiles a monthly budget variance analysis. Both of these monthly reports utilize Jenzabar EX, which provides a strong, integrated, stable reporting system. The A-133 auditor reports, which offer clean opinions and no audit findings, verify the effective fiscal management. The college makes the best use of existing resources. For example, the college entered into a performance contract with Honeywell to identify steps to save on energy costs. Although not part of the contract, the use of biomass fuels was identified by the Honeywell study and was later used to leverage federal stimulus funds to purchase biomass technology, which resulted in additional savings for heating buildings.

The President's Cabinet monitors and takes corrective actions when fiscally necessary. In previous years, this council has recommended cuts and program changes in order to balance the college's resources. By conducting an annual review of programs, the council can make such decisions in an informed and cost-effective way. In recent years, the college has had to reduce the Wind Power Technology program to a one-year certificate, transfer the Health Information Management program to Kennebec Valley Community College, and eliminate the Engineering Design Technology and The Welding & Metal Fab programs and faculty to bring the budget into balance. The [Strategic Plan](#) addresses this challenge and it is a focal point for Admissions as that department rewrites its Enrollment Management Plan.

Although NMCC has been generally successful in securing and dispersing financial resources, heavy reliance on tuition and fees as a source of revenue puts the college in a vulnerable position in years of declining enrollment. **(Data File 7.3)** Regional demographics remain a concern for the institution. Outward migration, lower high school enrollment, and an aging local population all pose challenges to NMCC student recruitment efforts. Through an increased focus on student retention and recruitment via the Strategic Plan, the college plans to compensate for this regional demographic trend. Marketing and promotion can aid in a solution as well as will improved retention through the college's participation in the Achieving the Dream project.

Through a thoughtful and balanced approach to the allocation of resources, the college can mitigate this weakness. NMCC will also need to continue searching for additional funding sources as outlined in the Strategic Plan.

Another challenge facing the college is capital needs and [deferred maintenance costs](#). Additional financial support from State of Maine bonds and nontraditional funding sources such as growing our foundation endowment and securing CRUTs (Charitable Remainder Unitrusts) can help provide the necessary capital.

NMCC's standing financial reserve, as well as its reserve for renewal and replacements, is below the targeted level established by the MCCA. The college will seek to rectify its thin financial reserves through sound fiscal management and seeking additional funding sources. Recent contributions to reserve funds are supportive of the college's commitment and efforts to maintain and stabilize funding for the long term.

## Institutional Resources

The Christie Complex and the Mailman Building are the main instructional facilities and are at optimum utilization. These buildings are well maintained, but some projects (such as roof replacements) have not been completed due to lack of funding. With the series of renovations since 2013, the college has upgraded its facilities and has improved the campus resources available to students. The college has renovated Aroostook Hall and the Precision Machining lab. The recent addition of the Akeley Student Center and the Smith Wellness Center improves the campus experience for students, staff, faculty, and community members. In 2012, the college installed a biomass boiler to replace an oil-fired unit. The biomass boiler now heats the Mailman Trades Building and the majority of the Christie Complex. Since this transition to a renewable energy source, the college has saved \$62,871 per fiscal year. Despite these upgrades, the college is still in need of funding for additional renovations and capital improvements. The college currently has several areas of the campus with 1980s-era roofs, asbestos, buildings to be demolished, and necessary electrical infrastructure improvements. Most of these deferred maintenance projects will require bond or other nontraditional funding to complete.

The residential student population has maintained an average of approximately 22% of the full time enrollment numbers for the past four years. The dormitory capacity exceeds the college's need, so some space may need to be repurposed. Providing family housing is an innovative approach in an effort to attract more residents. Repurposing Aroostook Hall, a former dormitory, into academic space has been a good reuse of the building.

In many respects, NMCC has stayed ahead of the curve with regard to technology and software. and has expanded the institution's capacity and options for eLearning hybrid and online coursework. NMCC has invested \$300,000 in technology investments, enabling improvements in a range of areas including networking, wireless networking, data center, and phone upgrades. The college also upgraded several classrooms and offices on campus, although some classrooms are still equipped with older technology. The creation and implementation of a technology plan would provide the institution with the vision necessary to remain successful. The expansion of the use of technology, such as the Promethean boards and video conferencing enhancements, will promote learning across the campus and at various outreach sites.

The college is in the process of installing new technology to support the Nursing program. A Promethean board, which is a large, interactive touch-screen presentation device along with a camera that tracks the instructor's voice and another 86" LCD display has been installed in one classroom to support the Nursing program. Promethean boards have been installed in the Christie lobby and in the Wellness Center. The board in the lobby will be used to provide campus information and interactive college tours. The board in the Wellness Center will allow members to stream a variety of fitness courses at any time, as well as be informed about exercise benefits and the programs offered at the Wellness Center.



Standard Seven: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>Prudent fiscal management of existing resources</b></li> <li>• <b>The college has recently upgraded and improved its facilities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Finding additional funding sources</li> <li>• Regional demographics remain a concern for the institution</li> <li>• NMCC’s standing financial reserve is below the targeted level as established by the MCCA</li> <li>• Deferred maintenance is the result of decreased bond funding</li> </ul>

### Projection

By continuing to prudently allocate resources and carefully manage budgets, NMCC will remain a financially stable institution. The college will also pursue opportunities to maximize traditional and nontraditional funding sources. This is a major goal of the college’s [Strategic Plan](#), which attempts to address the problem of financial stability through the goals of finding alternative revenue streams.

The MCCA and NMCC strategic plans call for changes in recruitment and retention efforts to maximize enrollment and retain students. Increasing enrollment, another major goal of the Strategic Plan, will have a beneficial effect on the college’s tuition revenue. NMCC is currently working on new academic programs. Private donations and state resources fund the recent addition of a Water Treatment program, and funds from the Maine Quality Center currently support the Mechanized Logging program, which the college administers.

The college will continue to keep up with routine maintenance work and plan for larger maintenance projects on a priority basis. Updating the [Master Plan](#), a major projection for Standard Two, will identify the priorities for the larger projects.

The college continues to explore new technology for teaching, learning, marketing, and operations. Developing a technology plan will help identify areas for upgrades and improvement.

Standard Seven: Projection		
Action	Persons Responsible	Time Frame
<b>Find alternate sources of funding to supplement state appropriation and tuition and fees</b>	Director of Finance	Ongoing
<b>Address deferred maintenance concerns through budget allocation and/or finding alternate funding sources</b>	Dean of Facilities and Technology	2018-2020

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

	Prior			Prior			Prior			Current Year		
	(FY 2015)			(FY 2016)			(FY 2017)			(FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	43	50	93	39	50	89	35	37	72	39	20	59
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians			0	1		1			0			0
Library Technicians	1		1	1		1			0			0
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	6	1	7	5	1	6	5	1	6	6	1	7
Management Occupations	10	1	11	10	1	11	10	1	11	9	1	10
Business and Financial Operations	6		6	4		4	5	1	6	5	1	6
Computer, Engineering and Science	3		3	3		3	4		4	4		4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	3	1	4	6	1	7	4	1	5	3	1	4
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations	7		7	7		7	9		9	8		8
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	7	1	8	5		5	6	1	7	5	0	5
Natural Resources, Construction, Maintenance	4		4	4		4	4		4	4		4
Production, Transportation, Material Moving			0			0			0			0

Total	90	54	144	85	53	138	82	42	124	83	24	107
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Please enter any explanatory notes in the box below

3 years prior - Nov. 1, 2014 IPEDS Report 2 years prior - Nov. 1, 2015 IPEDS Report 1 year prior - Nov. 1, 2016 IPEDS Report Current Year - Nov. 1, 2017 IPEDS Report
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**Standard 7: Institutional Resources**  
**(Statement of Financial Position/Statement of Net Assets)**

Fiscal Year ends - month & day: ( / )	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY 2017)	Percent Change 2 yrs-1 yr prior    1 yr-most recent	
<b>ASSETS (in 000s)</b>					
Cash and Short Term Investments	\$1,785,508	\$1,510,364	\$2,188,164	-15.4%	44.9%
Cash held by State Treasurer	\$182,600			-100.0%	-
Deposits held by State Treasurer				-	-
Accounts Receivable, Net	\$446,186	\$392,203	\$585,679	-12.1%	49.3%
Contributions Receivable, Net				-	-
Inventory and Prepaid Expenses	\$90,087	\$61,014	\$0	-32.3%	-100.0%
Long-Term Investments				-	-
Loans to Students				-	-
Funds held under bond agreement				-	-
Property, plants, and equipment, net	\$20,027,185	\$19,847,487	\$19,262,691	-0.9%	-2.9%
Other Assets	\$435,746	\$382,776	\$425,745	-12.2%	11.2%
<b>Total Assets</b>	<b>\$22,967,312</b>	<b>\$22,193,844</b>	<b>\$22,462,279</b>	-3.4%	1.2%
<b>LIABILITIES (in 000s)</b>					
Accounts payable and accrued liabilities	\$1,676,033	\$1,033,384	\$1,249,496	-38.3%	20.9%
Deferred revenue & refundable advances	\$89,984	\$124,847	\$151,806	38.7%	21.6%
Due to state				-	-
Due to affiliates				-	-
Annuity and life income obligations				-	-
Amounts held on behalf of others				-	-
Long-term investments				-	-
Refundable government advances	\$978,287	\$967,536	\$889,884	-1.1%	-8.0%
Other long-term liabilities	\$266,191	\$136,419	\$69,061	-48.8%	-49.4%
<b>Total Liabilities</b>	<b>\$3,010,495</b>	<b>\$2,262,186</b>	<b>\$2,360,247</b>	-24.9%	4.3%
<b>NET ASSETS (in 000s)</b>					
Unrestricted net assets					
Institutional	<b>\$19,602,256</b>	<b>\$19,597,603</b>	<b>\$19,733,123</b>	0.0%	0.7%
Foundation				-	-
<b>Total</b>	<b>\$19,602,256</b>	<b>\$19,597,603</b>	<b>\$19,733,123</b>	0.0%	0.7%
Temporarily restricted net assets					
Institutional	<b>\$9,291</b>			-100.0%	-

Foundation			<b>(\$834)</b>	-	-
<b>Total</b>	<b>\$9,291</b>	<b>\$0</b>	<b>(\$834)</b>	-100.0%	-
Permanently restricted net assets					
Institutional	<b>\$345,270</b>	<b>\$334,055</b>	<b>\$369,743</b>	-3.2%	10.7%
Foundation				-	-
<b>Total</b>	<b>\$345,270</b>	<b>\$334,055</b>	<b>\$369,743</b>	-3.2%	10.7%
<b>Total Net Assets</b>	<b>\$19,956,817</b>	<b>\$19,931,658</b>	<b>\$20,102,032</b>	-0.1%	0.9%
<b>TOTAL LIABILITIES and NET ASSETS</b>	<b>\$22,967,312</b>	<b>\$22,193,844</b>	<b>\$22,462,279</b>	-3.4%	1.2%

Please enter any explanatory notes in the box below

7.2

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

Fiscal Year ends - month& day: ( / )	3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
<b>OPERATING REVENUES (in 000s)</b>					
Tuition and fees	\$2,591,231	\$2,281,378	\$2,186,341	\$2,295,891	\$2,307,370
Room and board	\$884,556	\$761,008	\$874,868	\$803,348	\$807,365
Less: Financial aid	-\$2,732,277	-\$2,302,195	-\$2,122,795	-\$2,085,000	-\$2,095,425
Net student fees	\$743,510	\$740,191	\$938,414	\$1,014,239	\$1,019,310
Government grants and contracts	\$3,296,953	\$2,819,261	\$2,662,713	\$2,655,363	\$2,642,086
Private gifts, grants and contracts	\$227,016	\$204,536	\$276,915	\$481,824	\$350,000
Other auxiliary enterprises	\$631,310	\$597,080	\$836,085	\$50,500	\$60,000
Endowment income used in operations					
Other revenue (specify):					
Other revenue (specify):	\$151,785	\$173,318		\$173,415	\$175,000
Net assets released from restrictions					
<b>Total Operating Revenues</b>	<b>\$5,050,574</b>	<b>\$4,534,386</b>	<b>\$4,714,127</b>	<b>\$4,375,341</b>	<b>\$4,246,396</b>
<b>OPERATING EXPENSES (in 000s)</b>					
Instruction	\$4,917,439	\$4,870,313	\$4,379,420	\$5,126,150	\$5,177,412
Research					
Public Service	\$43,248	\$33,444	\$54,738	\$30,000	\$30,300
Academic Support	\$596,289	\$496,210	\$522,173	\$543,593	\$549,029
Student Services	\$1,388,797	\$1,386,850	\$1,501,032	\$1,591,374	\$1,607,288
Institutional Support	\$1,876,601	\$1,796,069	\$1,958,244	\$2,153,631	\$2,175,167
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)	\$1,553,921	\$1,578,925	\$1,667,303	\$1,580,017	\$1,595,817
Scholarships and fellowships (cash refunded by public institution)	\$131,323	\$123,409	\$154,621	\$135,000	\$136,350
Auxiliary enterprises	\$1,466,535	\$1,365,883	\$1,495,864	\$934,293	\$943,636
Depreciation (if not allocated)	\$1,066,102	\$1,187,344	\$1,156,305	\$1,214,120	\$1,226,261
Other expenses (specify):					
Other expenses (specify):					
<b>Total operating expenditures</b>	<b>\$13,040,255</b>	<b>\$12,838,447</b>	<b>\$12,889,700</b>	<b>\$13,308,178</b>	<b>\$13,441,260</b>
<b>Change in net assets from operations</b>	<b>-\$7,989,681</b>	<b>-\$8,304,061</b>	<b>-\$8,175,573</b>	<b>-\$8,932,837</b>	<b>-\$9,194,864</b>

**NON OPERATING REVENUES (in  
000s)**

State appropriations (net)	\$7,432,864	\$7,655,681	\$7,987,839	\$8,214,308	\$8,353,223
Investment return	-\$4,877	-\$5,572	\$86,382	\$10,000	\$10,000
Interest expense (public institutions)	-\$44,290	-\$39,946	-\$35,459	-\$28,181	-\$25,000
Gifts, bequests and contributions not used in operations	\$20,492	\$75,552	\$251,096	\$1,161,400	\$875,000
Other (specify):					
Other (specify):					
Other (specify):					
<b>Net non-operating revenues</b>	<b>\$7,404,189</b>	<b>\$7,685,715</b>	<b>\$8,289,858</b>	<b>\$9,357,527</b>	<b>\$9,213,223</b>
<b>Income before other revenues, expenses, gains, or losses</b>	<b>-\$585,492</b>	<b>-\$618,346</b>	<b>\$114,285</b>	<b>\$424,690</b>	<b>\$18,359</b>
Capital appropriations (public institutions)	\$317,263	\$584,537			
Other (specify):	\$272,434	\$8,650	\$56,089	\$56,089	
<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$4,205</b>	<b>-\$25,159</b>	<b>\$170,374</b>	<b>\$480,779</b>	<b>\$18,359</b>

7.3

**Standard 7: Institutional Resources**  
**(Statement of Debt)**

FISCAL YEAR ENDS month & day ( / )		3 Years Prior (FY2015)	2 Years Prior (FY2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	<b>Debt</b>					
	Beginning balance	NONE	NONE	NONE	NONE	NONE
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	<b>Bond Rating</b>					

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

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

**Future borrowing plans (please describe)**

**Standard 7: Institutional Resources  
(Supplemental Data)**

<b>FISCAL YEAR ENDS month &amp; day ( / )</b>	<b>3 Years Prior (FY2015)</b>	<b>2 Years Prior (FY2016)</b>	<b>Most Recently Completed Year (FY 2017)</b>	<b>Current Year (FY 2018)</b>	<b>Next Year Forward (FY 2019)</b>
<b>NET ASSETS</b>					
Net assets beginning of year	\$19,952,612	\$19,956,817	\$19,931,658	\$20,102,032	\$20,582,811
Total increase/decrease in net assets	\$4,205	(\$25,159)	\$170,374	\$480,779	\$18,359
Net assets end of year	<b>\$19,956,817</b>	<b>\$19,931,658</b>	<b>\$20,102,032</b>	<b>\$20,582,811</b>	<b>\$20,601,170</b>
<b>FINANCIAL AID</b>					
Source of funds					
Unrestricted institutional Federal, state and private grants					
Restricted funds					
Total	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
% Discount of tuition and fees					
% Unrestricted discount					
<b>FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE</b>					
<b>Please indicate your institution's endowment spending policy:</b>					



**Standard 7: Institutional Resources  
(Information Resources)**

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

**Total Expenditures**

Materials	49523	33697	30165	38679	43362
Salaries & wages (permanent staff)	136175	141270	130349	80736	81970
Salaries & wages (student employees)	6275	7018	1123	279	12000
Other operating expenses	9871	6480	8254	8121	10952

**Expenditures/FTE student**

Materials	72.32	57.90	53.87	70.07	75.41
Salaries & wages (permanent staff)	200.00	242.73	232.77	146.26	142.56
Salaries & wages (student employees)	9.20	12.06	2.00	0.50	20.87
Other operating expenses	14.49	11.13	14.74	14.71	19.05

**Collections**

Percent available physically	60%	50%	25%	25%	20%
Percent available electronically	40%	50%	75%	75%	80%
Number of digital repositories	0	0	0	0	0

**Personnel (FTE)**

Librarians - main campus	2	2	2	1	1
Librarians - branch /other locations	NA	NA	NA	NA	NA
Other library personnel - main campus	0	0	0	0	0
Other library personnel - branch/other locations	NA	NA	NA	NA	NA

**Availability/attendance**

Hours of operation/week main campus	60	56	56	48	48
Hours of operation/week branch/other locations	NA	NA	NA	NA	NA

**Consortia/Partnerships**

Maine Infonet Collaborative/Minerva Consortia

URL of most recent library annual report:

<http://nmcc.libguides.com/annualreports>

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	Next Year Forward (goal)
(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)

**Course management system**

Jenzabar e-Learning
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Number of classes using the system

462	404	381	403	409
-----	-----	-----	-----	-----

**Bandwidth**

On-campus network

1Gbps	1Gbps	1Gbps	1Gbps	1Gbps
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Off-campus access

commodity internet (Mbps)

100	100	200	200	200
-----	-----	-----	-----	-----

high-performance networks (Mbps)

100	100	110	110	110
-----	-----	-----	-----	-----

Wireless protocol(s)

802.11abg	802.11abg	802.11ac	802.11ac	802.11ac
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**Typical classroom technology**

Main campus

Computer, Projector, Document Camera, VCR/DVD
---

Branch/other locations

Computer, Tandberg MXP95, Document Camera, LCD TV
---

**Software systems and versions**

Students

Jenzabar EX 6.30
------------------

Finances

NMCC Jenzabar EX 6.30 / MCCS Jenzabar 6.2.1
---

Human Resources

NA
----

Advancement

Jenzabar EX 6.30
------------------

Library

Sierra a III 2.2
------------------

Website Management

WordPress / Website Baker / Jenzabar JICS / Jenzabar eLearning
--

Portfolio Management

NA
----

Interactive Video Conferencing

Tandberg (Cisco), Zoom, Business Skype
--

Digital Object Management

Logical Docs
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**Website locations of technology policies/plans**

Integrity and security of data

<a href="https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz">https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz</a>
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Privacy of individuals

<a href="https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz">https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz</a>
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Appropriate use

<a href="https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz">https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz</a>
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Disaster and recovery plan

<a href="https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz">https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz</a>
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Technology replacement

<a href="https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz">https://my.nmcc.edu/ICS/IT-Facilities/IT_Policies.jnz</a>
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Please enter any explanatory notes in the box below

Classes using Course Management System (CMS) determined by classes that had recorded attendance in the CMS.

**Standard 7: Institutional Resources  
(Physical Resources)**

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	17	248,367
Other U.S. locations		
International locations		

	3 Years Prior (FY 2 )	2 Years Prior (FY 2 )	1 Year Prior (FY 2 )	Current Year (FY 2 )	Next Year Forward (goal) (FY 2 )
<b>Revenue (\$000)</b>					
Capital appropriations (public institutions)					
Operating budget					
Gifts and grants					
Debt					
Total	\$0	\$0	\$0	\$0	\$0

<b>Expenditures (\$000)</b>					
New Construction					
Renovations, maintenance and equipment					
Technology					
Total	\$0	\$0	\$0	\$0	\$0

Assignable square feet (000)	Off-campus		Total
	Main campus		
Classroom	23,817		23,817
Laboratory	74,147		74,147
Office	21,439		21,439
Study	8,108		8,108
Special	30,946		30,946
General	38,078		38,078
Support	29,313		29,313
Residential	33,255		33,255
Other			0

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

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Smith Wellness Center	Special/Study/Class	8,958.00	\$2,674,220	2013


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

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Maintenance Building	Office	2,500.00		2017

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

The list below includes renovations costing  or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Christie (Room 214)	Classroom	1,030.00	\$76,110	2011
Andrews Hall (Mechanical)	Residential Life	19,408.00	\$523,867	2010
Andrews Hall & Reed	Residential Life / Special	9,611.00	\$203,148	2011
Andrews Hall (Fire Protection)	Residential Life	19,408.00	\$119,625	2011
Aroostook Hall	Classroom/Lab/Support	5,933.00	\$964,303	2015
Mailman & Christie (Biomass)	Classroom /Lab /Support	163,270.00	\$1,055,121	2012
Mailman (Building Science Lab)	Lab	732.00	\$76,119	2012
Mailman (Welding Renovation)	Lab	3,698.00	\$343,111	2011
Mailman (Roof and Exterior)	Classroom/Lab/Office		\$445,089	2010
Alternative Energy (Turbine)	Lab		\$59,788	2011
Christie Wellness Renovations.	Classroom	7,960.00	\$2,376,288	2013
Martin Wellness Renovations	Classroom/Office/Store	4,388.00	\$1,309,944	2013
Christie (WindPower Turbine)	Lab		\$144,672	2013
Campus (Performance Contract)	Energy Reduction		\$1,361,040	2010
Residential Life (Commons)	Residential Life		\$218,648	2009
Residential Life (Apartments)	Residential Life		\$151,820	2009
Christie (Hunt 101)	Classroom	1,200.00	\$115,688	2009

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

The list below includes renovations costing  or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Christie (Water Treatment)	Classroom/Lab/Office	5,000.00	\$540,000	2018
Mailman (Diesel Renovation)	Classroom/Lab/Office	15,329.00	\$2,300,000	2020

Please enter any explanatory notes in the box below

Wellness Center and Fitness Center costs are based on total project costs and square footage. The cost per foot used was \$298.53

## Standard Eight: Educational Effectiveness

As a small community college in a rural area, Northern Maine Community College serves a wide range of students with various educational goals. The student body is composed of first-time college attendees, nontraditional students retraining to enter the workforce, those seeking a second degree for personal or economic reasons, current employees seeking additional education to advance in their careers, and students seeking certificates for specific skill sets. While recognizing the diversity of experiences and goals represented by these individuals, the college considers the student body as a cohesive community and ensures that all students receive the same high-quality education.

Even though the college offers some distance education opportunities, these courses reflect standards, academic rigor, and student engagement consistent with NMCC's on-campus classes. Additionally, all degree programs at the college require students to complete 25% of their academic program on campus.

Each program has clear, verifiable statements of learning outcomes at both the program and course level. Program outcomes are published in a variety of media, including the college's website and the [College Course Catalog](#), to clearly establish the expected outcomes for prospective students. The Course Catalog lists each program along with the specific outcomes and course requirements, defining and outlining the relationship between academic programs and the individual course offerings within these programs. The institution's new [Faculty Handbook](#) ensures that all course syllabi reinforce this process in a consistent manner.

The college works in partnership with other educational institutions to ensure preparedness of NMCC graduates transferring to a four-year college or university. To achieve this, NMCC maintains specific agreements with the University of Maine System, Husson University, as well as specialized agreements with various branches of the UMS (for example, Nursing, Business Administration with the University of Maine at Fort Kent). These transfer agreements attest to the quality of the education students receive at NMCC as well as their preparedness for advanced study.

Each department, depending on discipline, tracks transfer and progression rates. For example, students may transfer directly from NMCC into the University of Maine System via a block transfer agreement that matched NMCC classes to core classes needed for a given major. Within the Nursing program, however, students' progress into a baccalaureate program after receiving their associate degrees from NMCC. As such, this data is very specific to the program and department from which it originates. In the October 2016 [Program Review for the Department of Liberal Studies](#), comprehensive data is provided which shows that within two completed years of the transfer cycle, 31% of Liberal Studies students transferred to an accredited college/university. The majority of students transferred into the University of Maine System, which might be the result of the college's block transfer agreement.

Most programs at the college have developed a clear process by which they can objectively demonstrate the achievement of program outcomes outlined in the Course Catalog. NMCC's Academic Dean oversees the approval of new programs of study as well as the general direction

of the academic program. The Curriculum Committee, which includes the Department Chairs and representative faculty from each department and staff from the Counseling/Student Affairs Division, also plays a key role in this process. The college uses measures such as the [Business Technology Assessment Plan](#) and the [Nursing program's Systematic Plan for Evaluation](#) to inform decisions regarding program expansion, revision, or possible contraction. Many programs use the standards of national accreditation bodies to measure quality and educational effectiveness. Of the seventeen associate degree programs at the college, nine programs (53%) maintain national accreditation standing (see table in Standard Four section).

At NMCC, each department is responsible for assessing the various programs. The faculty play a decisive role in measuring student levels of achievement. In order to confirm student success, the Department Chairs collaborate with faculty within a given program or trade to periodically review and update standards of learning and assessment. Through a process of faculty collaboration, each department composes and maintains curriculum-mapping documents.

Department assessment plans are supported by data gleaned from student input and feedback. At the completion of a course, students are encouraged to fill out an opinion survey on the Student Portal. The results of these opinion surveys (which are available to the instructor once they post final grades) provide valuable feedback to instructors, allowing them to enhance and adjust the delivery of their course content to meet student and program needs better. Additionally, the Dean of Students oversees the administrations of the [Student Satisfaction Inventory](#) and the [Community College Survey of Student Engagement](#), which are given in alternating years. After compiling and analyzing the data from these surveys, the Retention Committee makes recommendations to the college with the aim of better meeting the needs of students. NMCC also surveys graduates to ascertain their level of preparedness for the workplaces. In addition, employers provide feedback about the NMCC graduates they employ. Together, these surveys give the college indispensable data and information that can assist shaping the education process.

Program advisory committees, whose membership includes past and current students, employers, community members, and faculty, also provide valuable feedback to the institution. Some programs encourage student input during monthly faculty meetings by advertising and designating an agenda item for student comments and concerns. The Nursing program, for example, designates the President of the Student Nurses' Association as the spokesperson for student interests during monthly meetings. The Emergency Medical Services program utilizes a Fisdap software program, which is not only a learning tool but also incorporates feedback from students, peers, instructors, clinical sites, and health care providers to better formulate learning experiences and improve the program.

As well as compiling and analyzing information concerning student success, the college aims for transparency and making relevant data and documents available and accessible. The standard measures NMCC uses to evaluate student success are shared with the National Student Clearinghouse. NMCC's website provides the results of national certification and licensure exams to the public. The individual course pages of some programs offer data regarding employment.

## Appraisal

NMCC graduates experience high levels of employment in their chosen fields, as displayed in the graduate survey, conducted annually by the Counseling/Student Support Services Office. Over three years, 70% of students reported working within their fields and earning an average of \$38,000. When students who are engaged in continuing education are included, the college's numbers improve to 96%. Over the years, NMCC has built strong relationships with local and regional employers based on the high quality and preparedness of our graduates; many come to the school looking to fill open positions. Additionally, some of the college's students are entering the workforce with two or more degrees in related areas of study, which significantly increases their career options and employment opportunities. Seventy-four percent of our graduates over three years report continuing to work within Aroostook County.

Small class sizes allow for individualized attention and better equip our dedicated faculty to recognize when students need further assistance in order to succeed, whether that be through office hours or tutoring. NMCC's Academic Success Center provides an important resource that is available to all students to help them maximize their success. The Academic Success Center Coordinator oversees the center staffed student tutors, who can provide both academic assistance and role modeling. Additionally, the relocation of the Academic Success Center to the library in the spring semester of 2017 has allowed the college's Assistant Dean of Learning Resources to take an even greater role in enhancing student success and access.

At an institutional level, the college uses rates of progression, transfer, retention, and graduation across all programs of study to measure student success and achievement. **(Data File 8.1)** Retention and graduation rates fluctuate between 53% – 61% for full-time students, which is above the national averages. However, rates for part-time students are decidedly lower **(Data File 8.1)** In particular, the first time, part-time students perform at a significantly lower rate than first time, full-time students. As one would expect, the rates for non-first time students, both full-time and part-time, exceed the averages of first-year students. **(Data File 8.2)** This variation could be influenced by our small sample size, but it seems clear that retention efforts need to focus on first-time students and their challenges. A pioneering effort, funded by a TRiO grant, is underway in the Arts and Sciences Department. First generation students are part of a cohort that mandates enrollment in English, and history courses each semester of the first year of the Liberal Studies program to build a learning community that can overcome some of the challenges of first generation college students. A recent study, [“Engaging Faculty in Retention Strategies Through the Practitioner-as-Researcher Model”](#) by two NMCC faculty shows the cohort model has dramatically improved retention and transfer rates for liberal studies students.

In some programs, student success can also be tracked using licensure passage rates or certification exams **(Data File 8.3)**. For example, many students in programs within the Trade and Technology Occupations Department are eligible for national certification, including Automotive Technology, Diesel Hydraulics, and Precision Machining. Students of the Nursing, Plumbing and Heating, and Emergency Medical Services programs take state and national licensure exams.

To enhance the visibility of its programs and ensure a wide variety of opportunities for its students, NMCC has actively sought partnerships with local and state educational institutions. . In order to facilitate the [Block Transfer Agreement](#), NMCC's Arts and Sciences Department is currently working to norm its rubrics with the University of Maine System. This agreement enables NMCC Liberal Studies graduates to move directly into bachelor's degree programs within the UMS with 34-35 credits accepted in satisfaction of general education core. While this effort has built many mutually beneficial relationships for the college, it is essential for NMCC to take advantage of additional partnerships within the local community in the form of internships, a practice in keeping with many other community colleges in recent years. These partnerships increase the likelihood of student persistence within the program and future employment following graduation. The college's Nursing program has a nursing cohort in Washington County, predicated on a collaborative agreement between NMCC, Washington County Community College, and Calais Regional Hospital

In accordance with a state initiative to adopt the [Maine Nursing Core Competencies](#), NMCC's Nursing program has committed to incorporating the core competencies into the program outcomes. The program has transitioned from nine program outcomes to thirteen in order to meet this need. These revised outcomes underwent a review process that involved the appropriate faculty members and the Department Chair, culminating in a vote to approve the changes by the Curriculum Committee. As with all academic departments at the college, the Nursing program reviews student outcomes as they relate to learning objectives. Based on three years of declining pass rates on the National Licensure Exam in Nursing, the program employed a statistician to evaluate which educational outcomes were most predictive of student success. Based on the data received, the Nursing program revised its curricula and expanded the use of Assessment Technology Institute (ATI), leading to a significant increase in the first attempt pass rates from 69% in 2014 to 93% in 2015 and 85% in 2016.

The Business Technology Department has implemented a [comprehensive learning outcomes assessment model](#) for measuring performance for its two associate degree programs. Each outcome has performance indicators, measured through assessments employed in key courses. The faculty are encouraged to collect direct and indirect data. The direct data provides tangible, measurable results regarding whether or not program learning outcomes are being met. This allows the opportunity to identify areas of success and deficiencies within the various programs. The indirect data provides information on how students and faculty perform in each area and provides an opportunity for the department to address any perceived deficiencies.

The collective results of the data are compared to the predetermined goal and the information is discussed by the related faculty in department meetings. The strengths and weaknesses identified are also discussed. Any weaknesses are addressed with opportunities for improvement noted. Action items are created that may include adjustments to the curriculum, teaching methodology, target goals, or some aspect of the learning outcome, itself. These are communicated to all faculty within the department via meetings, either department or individually. The various action items are implemented and the outcomes assessment process of gathering data and analyzing results begins again. Should the weakness remain, the continuous improvement process continues.



In the Arts and Sciences Department, the Liberal Studies program has eight program outcomes that are tied to the [Block Transfer Agreement with the University of Maine System \(UMS\)](#). The faculty have devised a meta-rubric to gauge the effectiveness of classes and assignments. Each year in a three-year cycle, this program implements an assessment plan focused on two or three of the outcomes. The assessment can be conducted in a variety of ways, including the use of a common assignment (e.g., the research paper for the writing outcome), pre- and post-tests, and exit surveys for seniors. As part of the block transfer agreement, the UMS will be tracking transfer students to verify adequate educational preparation for those transferring to a four-year college. The Early Childhood Education program is currently developing an assessment plan, which is slated for completion during the 2017-2018 academic year.

Programs in the Trade and Technical Occupations Department assess program learning outcomes through a variety of measures including faculty-designed assessments, capstone projects, program accreditation standards and competencies. A number of programs also assess learning by way of industry certification exams and state licensure. Employer surveys and graduation employment rates provide valuable assessment data. Some programs lack a formal program of assessment and need to develop one. In addition, Trade and Technical Programs need to create curriculum maps to track and verify that program learning outcomes are met.

Like the MCCS in general, Northern Maine Community College currently faces the challenge of an aging population within the state of Maine, and therefore must improve student retention rates. At the system level, the [MCCS Strategic Plan](#) calls for improving student success through improved persistence, graduation, and employment performance rates through enhanced counseling, financial, and remedial support services. This plan requires all campuses within the system to work toward this goal to implement strategies that will improve current retention rates.

The most recent CCSSE survey indicated a discrepancy between full and part-time students in terms of academic challenge, student-faculty interaction, and support for learners. For full-time students, the student-faculty interaction assessment ranked among the top performing schools in the country, and their views on academic challenge and support for learners was above average. Part-time students' responses ranked slightly below average. When it came to active and collaborative learning and student effort, full-time students ranked about average, and part-time students below average, especially in active and collaborative learning. While the success with full-time students is encouraging, it is clear there is a gap between part and full time study that must be addressed (**Data File 5.2**). Further analysis is needed to determine the cause of this gap.

The current student opinion survey presents the college with a related challenge. In recent years, NMCC has shifted from administering paper surveys in class to an online format for current student opinion surveys. Since this transition, student participation has decreased, leading to less data provided to faculty at the end of each semester. Due to the small sample size, it is difficult to glean useful feedback for faculty to improve course delivery and instruction, since respondents tend to be those who did very well in the course and those who underperformed or took issue with the instructor.

Additionally, not all programs have effective means of evaluation. The college has identified a disparity between rubrics that meet program outcomes within different departments at the

institution. For example, Liberal Studies has proven successful in its move towards more holistic rubrics. The Trade and Technical Occupations Department, on the other hand, exemplifies more of a disparity among programs. The most successful departments are those consisting of multiple faculty members teaching related content. Instructors within the department work collaboratively on matching rubrics to program outcomes. Similar opportunities are not always available in departments such as Trade and Technical Occupations, where a single faculty member is often responsible for all major courses in a program. Most trade programs have tools of assessment for assignments and classes (task sheets, rubrics, checklists, etc.), but these are not always mapped to program learning outcomes.

In response to the challenge of course evaluation, the college’s Academic Dean and Department Chairs developed a new, streamlined student opinion survey. New ideas to increase student participation are being sought. By increasing the student response rate, the course evaluation process will have more validity. These changes should lead to an improvement in course delivery and content through an increase in the quantity and quality of student participation. The improved course evaluation process will not change the institutional weight of the evaluations, but will continue to serve the same purpose of providing input that could assist in enhancing course delivery and/or content.

Standard Eight: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>Partnerships with business and industry through clinical experience and/or internships to link knowledge to practice</b></li> <li>• <b>Strong partnerships with regional four-year colleges and universities that facilitate transfer from allied health, business, and liberal arts programs</b></li> </ul>	<ul style="list-style-type: none"> <li>• With dwindling population in the region, NMCC needs to improve retention rates</li> <li>• Devise a better system to ensure greater student participation in the student opinion survey</li> <li>• Not all programs have mapped curriculum to identify where and when program outcomes are obtained</li> </ul>

### Projection

It is apparent in a review of the IPEDs data for Northern Maine Community College that small fluctuations in our population can make a profound difference in both persistence and retention rates. Unlike community colleges with larger student populations, where trends are easier to verify through statistical analysis, our small population hampers this and requires us to depend more on student feedback through the CCSSE and the SSI. Licensure, job satisfaction and employment rates, however, provide a more complete picture of student success. We are hopeful that our participation in Achieving the Dream, and its substantial focus on data driven inquiry will provide us additional tools to measure both persistence and retention in the coming months and years.

In accordance with the MCCS Strategic Plan, NMCC has recently become involved in the Achieving the Dream Network. The Achieving the Dream Foundation seeks to make college more accessible to underserved populations through data-driven faculty/administrative initiatives. This opportunity enables faculty and administration to network with other community colleges focused on student success and persistence. This academic year, Achieving the Dream will provide the college with coaches to lead faculty and staff through the AtD process. This will include a kickoff session and the gathering and analysis of data. The data collected through this process will assist the institution in assessing the indicators that hinder or enhance students' success.

A substantial undertaking like Achieving the Dream raises several concerns. For instance, it will likely be a challenge to engage faculty participation in the process within the context of a high-workload, limited-support environment. The college, however, is already formulating ways to ameliorate such concerns. For example, a clear five-year plan from the administrators would assuage many of the apprehensions. By establishing institutional measures and incorporating these outcomes into the college's [Strategic Plan](#), NMCC's transition to AtD membership will be an effective one. The collection of this data will help with success and retention of high risk groups, such as first-time, part-time students.

Finally, a potential solution to challenge of programs without strong assessment plans increased collaboration among departments to share materials, rubrics, and professional development. Another proposal is for the college to re-imagine the composition of the Assessment Committee, broadening its scope more towards general faculty in order to offer targeted assistance to programs lacking clear rubrics.

Standard Eight: Projection		
Action	Persons Responsible	Time Frame
<b>Programs without assessment plans will map their curriculum and devise an assessment plan to assess learning outcomes</b>	Academic Dean	2018-2019
<b>Use AtD findings to develop a plan to retain first-time, part-time students</b>	AtD Coordinator and AtD team	2018-2020

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

Student Success Measures/ Prior Performance & Goals	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
<b>IPEDS <u>Retention</u> Data</b>					
Associate degree students	55%	61%	53%	65%	65%
Bachelors degree students					
<b>IPEDS <u>Graduation</u> Data (150% of time)</b>					
Associate degree students	39%	42%	31%	45%	46%
Bachelors degree students					
<b>IPEDS <u>Outcomes Measures</u> Data</b>					
<b>First-time, full time students</b>					
Awarded a degree within six years		45%	48%	44%	45%
Awarded a degree within eight years		46%	49%	47%	48%
Not awarded within eight years but still enrolled		15%	12%	1%	1%
<b>First-time, part-time students</b>					
Awarded a degree within six years		8%	39%	15%	17%
Awarded a degree within eight years		15%	42%	16%	18%
Not awarded within eight years but still enrolled		19%	13%	1%	1%
<b>Non-first-time, full-time students</b>					
Awarded a degree within six years		61%	47%	68%	69%
Awarded a degree within eight years		61%	49%	68%	69%
Not awarded within eight years but still enrolled		15%	18%	0%	
<b>Non-first-time, part-time students</b>					
Awarded a degree within six years		31%	29%	41%	42%
Awarded a degree within eight years		31%	35%	46%	46%
Not awarded within eight years but still enrolled		0%	24%	3%	3%
<b>Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)</b>					
Men	61%	67%	52%	67%	67%
Women	21%	52%	53%	31%	33%
<b>Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)</b>					
Men	45%	51%	37%	55%	55%
Women	30%	28%	22%	27%	28%
<b>Definition and Methodology Explanations</b>					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

**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	4 years ago	6 years ago	4 years ago
<b>First-time, Full-time Students</b>				
Degree from original institution			44%	38%
Not graduated, still enrolled at original institution			1%	4%
Degree from a different institution			0%	0%
Transferred to a different institution			8%	16%
Not graduated, never transferred, no longer enrolled			48%	43%
<b>First-time, Part-time Students</b>				
Degree from original institution			13%	6%
Not graduated, still enrolled at original institution			5%	8%
Degree from a different institution			0%	0%
Transferred to a different institution			26%	19%
Not graduated, never transferred, no longer enrolled			55%	67%
<b>Non-first-time, Full-time Students</b>				
Degree from original institution			49%	50%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution			0%	0%
Transferred to a different institution			15%	13%
Not graduated, never transferred, no longer enrolled			36%	37%
<b>Non-first-time, Part-time Students</b>				
Degree from original institution			44%	28%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution			0%	0%
Transferred to a different institution			22%	33%
Not graduated, never transferred, no longer enrolled			33%	39%

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2 )	(FY2 )	(FY )	(FY 2)	(FY 2 )
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1					
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	6 and 4 year comparisons for 1112 and 1314 cohorts
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
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

**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
EC-Electrician's Helper	12	12	6	6	14	14		
EC-State of ME - Electrical Journeyman's License	4	4	5	5				
Heating State of ME Journeyman's Exam			3	3				
PH-ME 1&2 Oils to 15 GPH Journeyman's License			3	3				
PH-ME Plumbing Journeyman In Training	1	1			3	3		
PH-Plumbing State of ME Journeyman's Exam	2	2						
Vehicle Inspection Certification - State of Maine	9	9	16	16	16	16		

**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
EMS-National Registry of EMT-Paramedic (NREMT-P)			8	8	5	5		
EMS-Paramedic Inter-Facility Transfer (PIFT)					5	5		
NCLEX-RN Exam	22	22	25	25	19	19		

**Job Placement Rates**

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
ACCOUNTING		15	6	7	4	6	5	5	5
AUTOMOTIVE COLLISION REPAIR	X	8	4	8	5	3	3	5	5
AUTOMOTIVE TECHNOLOGY	X	11	6	11	7	8	8	10	10
BUILDING CONSTRUCTION TECHNOLOGY	X	5	3	3	1	6	6	5	5
BUSINESS ADMINISTRATION		18	12	15	6	6	6	12	11
COMPUTER & NETWORK TECHNOLOGY	X	7	4	9	0	9	8	6	6
DIESEL HYDRAULICS	X	15	10	10	8	13	13	12	12
DRAFTING TECHNOLOGY	X	4	1	3	1	1	1		
EARLY CHILDHOOD EDUCATION	X	9	6	8	4	6	5	9	9
ELECTRICAL CONST. & MAINTENANCE	X	15	10	12	8	16	16	7	7
EMERGENCY MEDICAL SERVICES		1	1	8	6	6	6	2	2
EMERGENCY MEDICAL TECHNICIAN	X	1	1	0	0	0		1	1
ENTREPRENEURSHIP CERTIFICATE	X	1	0	0	0	0		1	1
GENERAL TECHNOLOGY		0	0	0	0	0			
HEALTH INFORMATION MANAGEMENT		12	5	3	1	0			

LIBERAL STUDIES		13	4	12	2	5	5	17	17
MEDICAL ASSISTING		16	10	14	9	14	14	14	14
MEDICAL CODING	X	0	0	0	0	7	7	10	10
MEDICAL OFFICE ADMINISTRATION	X	4	0	5	1	0			
NURSING RN		27	22	33	27	30	28	28	28
OFFICE ASSISTANT	X	1	0	4	3	1	1	1	1
PARAMEDICINE	X	14	7	4	2	5	5	1	1
PLUMBING & HEATING	X	9	4	4	3	8	7	7	7
PRECISION MACHINING TECHNOLOGY	X	13	12	7	5	6	6	2	2
STRUCTURAL WELDING CERTIFICATE	X	7	3	3	2	11	10	12	11
WELDING & METAL FABRICATION	X	7	3	3	1	0			
WIND POWER TECHNOLOGY	X	2	1	3	2	8	8	8	8

\* 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 (FY 2 )	2 Years Prior (FY2 )	1 Year Prior (FY 2 )	Current Year (FY 2 )	Next Year Forward (goal) (FY 2 )
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**Completion Rates**

1					
2					
3					
4					
5					

**Placement Rates**

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Number with jobs refers only to those students self-reporting as employed within their field of study.  
 Gainful employment certificate graduates are grouped in with associate degree graduates for our graduate surveys. I checked those programs that have certificates.  
 We do not store information on students who take and fail a certification exam.

\*Record results of key performance indicators in form 8.3 of the Data First Forms.



## Standard Nine: Integrity, Transparency, and Public Disclosure

### Description

#### Integrity

Northern Maine Community College promotes and exhibits integrity at all levels of the institution. The college holds administration, faculty, staff, and students to the highest ethical standards. Through the implementation of clear, fair policies and procedures, NMCC provides a values-centered learning environment in which students can thrive.

The [MCCS's Policy 416](#) informs and reinforces the ethical behavior of faculty and staff members. This policy enumerates twelve core values that provide guidance for all employees at the institution. NMCC's own Core Values also serve as a foundation for the college personnel's ethical standards. These documents emphasize the importance of civic and community service activities on behalf of the employees, as well. In addition, many faculty and staff belong to professional organizations with detailed ethical policies and procedures relevant to their discipline or area of expertise.

In accordance with the expectations of faculty and staff conduct, the institution seeks to protect the rights of its employees in an honest and consistent manner. In the recent collective bargaining agreement with the [Maine Community College System Board of Trustees Agreement with the Maine Education Association Faculty Unit 2015-2017](#), the academic freedom and privacy rights of faculty members are established and defined. This document also includes a statement of professional ethics and the terms and conditions of employment. In the recruiting and hiring of employees, NMCC strives to enact a non-biased and equitable process in keeping with MCCS policies.

The college has policies and procedures in place to ensure the rights of students. Students' academic records are not released to any third party without the student's written authorization, based on the right of confidentiality guaranteed by the Family Educational Rights and Privacy Act of 1974 (FERPA).

The college recognizes the benefits, both inside and outside of the classroom, of a diverse and representative student body throughout the institution's academic programs. NMCC takes a variety of approaches to ensure gender equity and adherence to the spirit of affirmative action at the institutional level. For example, the Gender Equity Project is an initiative designed to increase the participation of male and female students in nontraditional classes and programs. It provides support for those students enrolling in programs not generally considered traditional for their gender. Likewise, the college sponsors the Totally Trades program in an effort to encourage middle school and high school girls to consider a nontraditional career/trades program. All promotional materials, including electronic media and catalogs, as a means of promoting nontraditional career paths for prospective students, employ gender-neutral terms. Student recruitment efforts strive for regional demographic diversity as well. At the start of each new academic year, all employees and new students receive Affirmative Action/Non-Discrimination

training that instructs employees and students to direct any questions regarding discrimination to the college's Affirmative Action Officer.

The [College Course Catalog](#) and [Student Handbook](#) provide information about NMCC's policies and procedures in a comprehensive and coherent way. These publications ensure that students are aware of their rights and responsibilities, and understand various policies, such as attendance, probation and dismissal, the grading system, midterm warnings, the add-drop policy, and withdrawal. The NMCC [Student Code of Conduct](#) (page 48ff) explains that students must behave in a manner respectful of the college and members of its community and the penalties for failure to follow the code. The code also specifies the procedure for the disciplinary officer and the steps of the appeal process as well. The catalog and Student Handbook contain the policies and procedures relating to harassment, sexual harassment, nondiscrimination, and affirmative action as well as the steps for filing a complaint.

Similarly, the union contract between that employees' bargaining unit and the MCCS outlines grievance procedures for instructors and staff members. There are two associations covering four bargaining agreements for NMCC employees: [MEA Administrators Unit](#), [MEA Faculty Unit](#), [MSEA Support Services](#), and [Adjunct Faculty](#). Article 27 covers complaints and investigations for the faculty unit, while Article 29 spells out grievance procedures. The contracts of the other bargaining units have equivalent sections in their respective contracts. These contracts are legally binding, endorsed by NMCC and the MCCS, and reflected in the system's policies and procedures. The provisions of these contracts apply to MEA and/or MSEA employees who choose not to join their respective bargaining units. These employees are entitled to the services upon payment to the respective association for reasonable expenses during the grievance procedure.

#### Transparency and Public Disclosure

NMCC strives to ensure that all college-related materials and publications, both print and digital, are timely, useful, accurate, comprehensive, and readily available. For prospective students, the college's website provides a wealth of information. Detailed explanations of admission policies and procedures, financial aid resources, curriculum requirements for academic programs, course descriptions, campus facilities and resources, and residential life are featured on the website. The site also gives information on NMCC's continuing education division to business leaders and community members interested in taking a non-credit course, obtaining customized training for their company, or signing up for an online course.

Another resource on the college website for prospective students is a list of contact information for college personnel in departments such the Financial Aid Office and the Admissions Office. By visiting the "Contact Us" section of the site, members of the public can easily access departments, names, email addresses, and phone numbers of staff who can respond to any inquiries in a timely manner. Contact information for faculty and administration is also available on the website.

The college provides matriculated students with necessary information concerning admissions, curriculum, grading, assessment, discipline, and consideration of complaints and appeals via the course catalog and the Student Handbook. Published biannually, the catalog clearly outlines the

institution's mission and guiding principles and all policies and procedures relating to admission, financial aid, attendance, and continued enrollment. All programs provide curriculum sheets detailing supplementary admission requirements for specific programs at the college.

Relevant, timely information is also accessible to students on the college's online portal. This password-protected website targeted at internal audiences is available to all students, faculty, and staff. The portal provides current students with necessary forms, the ability to add or drop classes, and up-to-date information on their assignments, grades, attendance, and finances. An application for work-study employment is on the portal.

Through print and digital communications, NMCC documents and publicizes program excellence, learning outcomes, faculty achievements, and the success and accomplishments of graduates. The college surveys graduates six months after graduation to gather employment and transfer data. Staff in the student affairs office compiles this information. This information about employment in their field of study is published in brochures and on the college website. Although not typically used in college publications, information about student retention, graduation, and licensure passage rates are available on the Consumer Information page of the NMCC website. Additionally, the EMS and Nursing program pages on the site provide specific achievement data.

The Dean of Development and College Relations and her staff review all print and electronic college materials prior to distribution. Additionally, they ask relevant professional staff and faculty from other departments to review the materials. Annually, the Dean of Development and College Relations staff reviews several publications for accuracy and completeness, including the Student Handbook, individual program sheets, the [College Fact Sheet](#), and an inquiry brochure circulated at college fairs. Since the catalog operates on a two-year cycle, an errata sheet detailing changes since the printing is prepared and inserted into the catalog if necessary. A college [Viewbook](#) and individual program brochures are also on a biannual cycle, but the option for an annual printing of the Viewbook is open if deemed necessary due to significant changes. The college's semester course schedule is published on the website three times per year. If a program is not currently available, this is clearly indicated on the website with the notifications "not available," "in the process of being discontinued" or "pending board approval." Archival editions of the college's Course Catalog are available in the Development and College Relations office. In addition, the college increasingly utilizes social media as a "snapshot" communications tool through monitored sites, such as Facebook, Instagram and Twitter. NMCC Connect is the college's new mobile app which provides an online viewbook experience and is continually evaluate for accuracy and relevance.

## Appraisal

### Strengths

NMCC's portal has enhanced the college experience for students, providing them with essential information in an easy-to-navigate format. It serves as a crucial conduit between students and faculty, as well as augments communication between students and student services. Students have access via the portal to their coursework, grades, and necessary forms. Additionally, they can initiate actions such as course registration through the college portal. Faculty members are

able to utilize the portal in a variety of ways, including sharing course information, maintaining an online gradebook, tracking student attendance, and responding to student questions and concerns in a timely manner. Staff members use the portal to track student progress, place any necessary holds on student accounts and records, and initiate employee actions such as work orders or facility use. The portal includes extensive safeguards to ensure student, faculty, and staff confidentiality in accordance with FERPA.

The college's two key publications, the College Course Catalog and the Student Handbook serve as efficient communication tools. Both publications are thorough and provide a wealth of detailed information. To provide maximum accessibility, NMCC makes both documents available in hard copy and electronic format. In order to keep the content up to date and consistent with the website, the college maintains current errata sheets to supplement the catalog's two-year publication cycle.

### Challenges

The college's website is a key component to providing an overview and pertinent information to prospective students and external groups, such as businesses, industries, and the local community. Recently, the college conducted a comprehensive review of the college website and made substantial improvements. However, NMCC recognizes that more needs to be done to improve the website, making it more user-friendly and accessible. Locating specific pieces of information on the current website often requires several "clicks," sometimes necessitating a trial-and-error approach to navigate to an intended destination. In addition, the information presented on the site is sometimes outdated, missing, or insufficiently succinct. Essential components of the website, such as the Events Calendar, needs to be sufficiently maintained. A lack of coordination, management, and oversight has resulted in the aforementioned website issues. Similarly, an area in need of improvement is a more efficient, consistent process for updating the portal.

Although NMCC has been successful in fostering direct, in-person communication between faculty, staff, and students, the 2016 SWOT analysis conducted by the institution identified internal campus communications as a challenge. Responsibilities pertaining to publications, online presence, and all public relations need to be more clearly defined, assigned, and coordinated.

The college no longer publishes and mails out the course schedule to Aroostook County residents. It may be beneficial to reinstate the hard copy publication as a means of reaching a wider segment of the population the college serves, particularly with regard to nontraditional students.

In the past, NMCC's presence on social media platforms was scarce. In recent months, the college has tried to engage the public through Facebook, LinkedIn, YouTube, and Instagram. A similar attempt to use of Twitter resulted in a sparse response. There is also a need to update the social media icons on the college's website. Given the popularity and wide reach of these platforms, an increased presence on social media is vital to connecting with current students, prospective students, and the community in general. These "snapshot" mediums also allow the

institution to interact in real time while providing up-to-the-minute information and announcements.

Standard Nine: Appraisal	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• <b>The online portal is a user-friendly way students can access essential course information and communicate with student services</b></li> <li>• <b>The catalog and Student Handbook provide students with a wealth of important information</b></li> </ul>	<ul style="list-style-type: none"> <li>• The college website needs to be revised to make it more user-friendly</li> <li>• Internal campus communications could be improved</li> <li>• NMCC’s social media is underutilized</li> </ul>

### Projection

Moving forward, improved and enhanced communication, both internally and externally, will be a top priority for the college. Internal surveys and analyses have highlighted the communication challenges facing the campus, and these findings provide the college with an opportunity to implement new ideas and methods to improve current practices.

The college has identified several ways to enhance internal communication. For example, increasing the frequency of staff and faculty meetings, as well as integrating staff and faculty presentations into the meeting agendas, may well prove beneficial. Committees must consistently post meeting minutes on the shared employee drive. In addition to formal meetings, the college should encourage and plan more informal staff/faculty gatherings and staff/faculty/student gatherings as a means of improving casual internal communication. Another suggestion is for the college to coordinate and publicize professional development activities in order to increase the distribution of relevant information and materials to applicable faculty and staff.

In the future, all of the college’s public disclosure (media, internet, social media, and print publications) will be coordinated to ensure effective external communication. The compilation, review, editing, and revising of information for the students and the public will continue to be a challenging but necessary task. Essential to this process will be assigning responsibility to one person to oversee all internal (i.e., portal) and external (i.e., website) online communications. Increased vigilance in coordination of the college’s online presence will ensure that the NMCC website will be more user-friendly and up to date.

Increased public exposure overall (television, print, electronic, radio, etc.) is an important goal for NMCC. The college will work to reach a broader and more diverse audience when publicizing programs of study, events, professional development of faculty/staff, and other relevant information. Revitalizing the college’s Marketing Committee could offer some improvement in this area.

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### Standard Nine: Projection

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Action	Persons Responsible	Time Frame
<b>Develop a clear identity and a wide range of promotional and publicity tactics to inform stakeholders about the mission of the college as well as its programs, events, and services offered.</b>	Dean of Development and College Relations	2018-2019

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Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2017	<a href="http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf">http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf</a> (pp. 48ff)	MCCS
Intellectual property rights	June 23, 2010	<a href="http://mymccs.me.edu/ICS/icsfs/Policy_207.pdf?target=791d6d43-6e62-4f41-9578-10d099c2e188">http://mymccs.me.edu/ICS/icsfs/Policy_207.pdf?target=791d6d43-6e62-4f41-9578-10d099c2e188</a>	MCCS
Conflict of interest	June 24, 2009	<a href="http://mymccs.me.edu/ICS/icsfs/Policy_410.pdf?target=76229781-6c75-477f-8687-9ca89ffbc2e5">http://mymccs.me.edu/ICS/icsfs/Policy_410.pdf?target=76229781-6c75-477f-8687-9ca89ffbc2e5</a>	MCCS
Privacy rights	2017	<a href="http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf">http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf</a> (pg. 21)	NMCC
Fairness for students	2017	<a href="http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf">http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf</a> (pg. 47)	Dean of Students
Fairness for faculty	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Fairness for staff	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2063">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2063</a> <a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2061">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2061</a>	MCCS
Academic freedom	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Research			MCCS
Title IX			
Other; specify			

**Non-discrimination policies**

Recruitment and admissions	2018	<a href="http://www.nmcc.edu/non-discrimination-policy/">http://www.nmcc.edu/non-discrimination-policy/</a>	Equal Opportunity Comm.
Employment	2018	<a href="http://www.nmcc.edu/non-discrimination-policy/">http://www.nmcc.edu/non-discrimination-policy/</a>	Equal Opportunity Comm.
Evaluation	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Disciplinary action	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Advancement	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Other; specify			

**Resolution of grievances**

Students	2017	<a href="http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf">http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf</a> (47)	Dean of Students
Faculty	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2062</a>	MCCS
Staff	2015	<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2063">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2063</a>	MCCS
Other; specify		<a href="http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2061">http://www2.nmcc.edu/modules/download_gallery/dlc.php?file=2061</a>	

Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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## Standard 9: Integrity, Transparency, and Public Disclosure

### (Public Disclosure)

Information	Website location
Institutional catalog	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Obligations and responsibilities of students and the institution	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Information on admission and attendance	<a href="http://www.nmcc.edu/admissions-financial-aid/admissions/overview/">http://www.nmcc.edu/admissions-financial-aid/admissions/overview/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Institutional mission and objectives	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Expected educational outcomes	<a href="http://www.nmcc.edu/about-nmcc/news-info/consumer-info/">http://www.nmcc.edu/about-nmcc/news-info/consumer-info/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/</a>
Requirements, procedures and policies re: admissions	<a href="http://www.nmcc.edu/admissions-financial-aid/admissions/overview/">http://www.nmcc.edu/admissions-financial-aid/admissions/overview/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Requirements, procedures and policies re: transfer credit	<a href="http://www.nmcc.edu/about-nmcc/news-info/consumer-info/">http://www.nmcc.edu/about-nmcc/news-info/consumer-info/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
	<a href="http://www.nmcc.edu/admissions-financial-aid/admissions/transfer/">http://www.nmcc.edu/admissions-financial-aid/admissions/transfer/</a>
A list of institutions with which the institution has an articulation agreement	<a href="http://www2.nmcc.edu/pages/articulation-agreements.php">http://www2.nmcc.edu/pages/articulation-agreements.php</a>
Student fees, charges and refund policies	<a href="http://www.nmcc.edu/admissions-financial-aid/paying-college/tuition-fees/">http://www.nmcc.edu/admissions-financial-aid/paying-college/tuition-fees/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Rules and regulations for student conduct	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Procedures for student appeals and complaints	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Other information re: attending or withdrawing from the institution	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Academic programs	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Courses currently offered	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
	<a href="http://www.nmcc.edu/academics/programs/course-schedule/">http://www.nmcc.edu/academics/programs/course-schedule/</a>

Other available educational opportunities	<a href="http://www.nmcc.edu/industry-customized-training/continuing-education/">http://www.nmcc.edu/industry-customized-training/continuing-education/</a>
	<a href="http://www.nmcc.edu/industry-customized-training/commercial-driving/">http://www.nmcc.edu/industry-customized-training/commercial-driving/</a>
	<a href="http://www.nmcc.edu/industry-customized-training/customized-training/">http://www.nmcc.edu/industry-customized-training/customized-training/</a>
	<a href="http://www.nmcc.edu/industry-customized-training/education-go/">http://www.nmcc.edu/industry-customized-training/education-go/</a>
	<a href="http://www.nmcc.edu/industry-customized-training/maine-quality-centers/">http://www.nmcc.edu/industry-customized-training/maine-quality-centers/</a>
	<a href="http://www.nmcc.edu/industry-customized-training/workforce-training/">http://www.nmcc.edu/industry-customized-training/workforce-training/</a>
	<a href="http://www.nmcc.edu/academics/programs/high-school-college/">http://www.nmcc.edu/academics/programs/high-school-college/</a>
Other academic policies and procedures	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Requirements for degrees and other forms of academic recognition	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Names and positions of administrative officers	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Names, principal affiliations of governing board members	<a href="https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/">https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/</a>
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	
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	
Description of the campus setting	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/area/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/area/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Availability of academic and other support services	<a href="http://www.nmcc.edu/academics/support/student-services/trio/">http://www.nmcc.edu/academics/support/student-services/trio/</a>
	<a href="http://www.nmcc.edu/academics/support/student-services/">http://www.nmcc.edu/academics/support/student-services/</a>
	<a href="http://www.nmcc.edu/academics/support/library/">http://www.nmcc.edu/academics/support/library/</a>
	<a href="http://www.nmcc.edu/academics/support/student-services/disabilities/">http://www.nmcc.edu/academics/support/student-services/disabilities/</a>
	<a href="http://www.nmcc.edu/academics/support/academic-success-center/">http://www.nmcc.edu/academics/support/academic-success-center/</a>
	<a href="http://www.nmcc.edu/student-life/resources/health-center/">http://www.nmcc.edu/student-life/resources/health-center/</a>
	<a href="http://www.nmcc.edu/academics/support/student-services/counseling/">http://www.nmcc.edu/academics/support/student-services/counseling/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Range of co-curricular and non-academic opportunities available to students	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
	<a href="http://www.nmcc.edu/student-life/life-nmcc/athletics/">http://www.nmcc.edu/student-life/life-nmcc/athletics/</a>
	<a href="http://www.nmcc.edu/student-life/life-nmcc/organizations/">http://www.nmcc.edu/student-life/life-nmcc/organizations/</a>
	<a href="http://www.nmcc.edu/about-nmcc/campus/smith-wellness-center/">http://www.nmcc.edu/about-nmcc/campus/smith-wellness-center/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
	<a href="http://www.nmcc.edu/academics/support/library/">http://www.nmcc.edu/academics/support/library/</a>

Institutional learning and physical resources from which a student can reasonably be expected to benefit	<a href="http://www.nmcc.edu/academics/support/academic-success-center/">http://www.nmcc.edu/academics/support/academic-success-center/</a>
	<a href="http://www.nmcc.edu/about-nmcc/campus/smith-wellness-center/">http://www.nmcc.edu/about-nmcc/campus/smith-wellness-center/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
Institutional goals for students' education	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf">http://www.nmcc.edu/wp-content/uploads/Handbook-2016-2017-Edited.pdf</a>
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	<a href="http://www.nmcc.edu/about-nmcc/news-info/consumer-info/">http://www.nmcc.edu/about-nmcc/news-info/consumer-info/</a>
	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
Total cost of education and net price, including availability of financial aid and typical length of study	<a href="http://www.nmcc.edu/admissions-financial-aid/paying-college/tuition-fees/">http://www.nmcc.edu/admissions-financial-aid/paying-college/tuition-fees/</a>
	<a href="http://www.nmcc.edu/academics/programs/academic-programs/">http://www.nmcc.edu/academics/programs/academic-programs/</a>
	<a href="http://www.nmcc.edu/about-nmcc/news-info/consumer-info/">http://www.nmcc.edu/about-nmcc/news-info/consumer-info/</a>
	<a href="http://www.nmcc.edu/admissions-financial-aid/paying-college/financial-aid/">http://www.nmcc.edu/admissions-financial-aid/paying-college/financial-aid/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>
Expected amount of student debt upon graduation and loan payment rates**	<a href="http://www.nmcc.edu/about-nmcc/news-info/consumer-info/">http://www.nmcc.edu/about-nmcc/news-info/consumer-info/</a>
Statement about accreditation	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/</a>
	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a>

## Appendix

### Affirmation of Compliance with Federal Regulations Relating to Title IV



#### COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

New England Association of Schools and Colleges  
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <https://cihe.neasc.org>

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

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

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a> (35)
Print Publications	Northern Maine Community College course catalog
Self-study/Interim Report Page Reference	Pages 34, 37-38

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a> (10-11)
Print Publications	Northern Maine Community College course catalog
Self-study/Interim Report Page Reference	Pages 38-39

- 3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<a href="http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf">http://www.nmcc.edu/wp-content/uploads/2017-18_StudentHandbook-v_9-19-2017.pdf</a> (page 29ff) <a href="http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf">http://www.nmcc.edu/wp-content/uploads/Catalog16-1.pdf</a> (page 35)
Print Publications	Northern Maine Community College Student Handbook
Self-study/Interim Report Page Reference	Page 60

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

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

- 5. 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. (CIHE Policy 77.)

URL	<a href="http://www.nmcc.edu/about-nmcc/campus/campus-overview/">http://www.nmcc.edu/about-nmcc/campus/campus-overview/</a>
Print Publications	<i>Star Herald</i>
Self-study Page Reference	Page 12

The undersigned affirms that Northern Maine Community College meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: \_\_\_\_\_

**E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT**  
**OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS**

Category	Published Location	Other than GPA, what data/evidence is used to determine that graduates have achieved outcomes for the degree?	Who interprets the evidence? What is the process?	What changes have been made as a result of using the data/evidence?	Most Recent Program Review
<p><u>General Education Core Curriculum</u></p> <p><input type="checkbox"/> Transfer degree  <input type="checkbox"/> Career degree  <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: see Liberal Studies</p>	<p>Revised course categorization to facilitate transfer based on agreement with University of Maine System</p>	<p>2015</p>
<p><u>Accounting</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: Program Learning Outcomes based on faculty-designed assessments. Measurement and analysis of student learning and performance.</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.</p>	<p>Additional coverage of course content, additional assignments, new textbook selection, review &amp; modification of assessment</p>	<p>2015 &amp; 2017 ACBSP Quality Assurance Report</p>

<p><u>Automotive Collision Repair</u></p> <p><input type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input checked="" type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board</p>	<p>Added a course dedicated to estimating, which had been covered in another class  Increased to NATEF master level</p>	<p>NATEF 2016 Master Level</p>
<p><u>Automotive Technology</u></p> <p><input type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input checked="" type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board</p>	<p>Increased to NATEF master level cert/more time on task</p>	<p>NATEF 2013 Master Level</p>
<p><u>Building Construction Technology</u></p> <p><input type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input checked="" type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: None</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board.  Five year program review for MCCS.</p>	<p>More time on task in shop</p>	<p>MCCS - 2017</p>
<p><u>Business Administration</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p>	<p>Additional coverage of course content, additional assignments, new textbook selection,</p>	<p>2015 &amp; 2017 ACBSP Quality Assurance Report</p>



		<input type="checkbox"/> Licensure or industry exam  Industry exam:  Other: Program Learning Outcomes based on faculty-designed assessments. Measurement and analysis of student learning and performance.	Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.	review & modification of assessment	
<u>Career Studies</u>  <input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam  Industry exam:  Other:	<input type="checkbox"/> Faculty <input type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process:		
<u>Community Paramedicine</u>  <input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input checked="" type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam  Industry exam:  Other: certificate program and advanced certificate program	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process:		

<p><u>Computer &amp; Networking Technology</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input checked="" type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: CompTIA, Linux and Microsoft</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board.  Five year program review for MCCS.</p>	<p>Develop new course and add certification</p>	<p>MCCS 2015</p>
<p><u>Diesel Hydraulics Technology</u></p> <p><input type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input checked="" type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board</p>	<p>Increased to NATEF master level  More time on task in shop</p>	<p>NATEF 2014 Master Level</p>
<p><u>Early Childhood Education</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input type="checkbox"/> Pamphlet</p>	<p><input checked="" type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input checked="" type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Internship, Co-op; fieldwork  <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: annually at advisory board meeting</p>		
<p><u>Electrical Construction &amp; Maintenance</u></p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p>	<p>Develop new course content</p>	<p>MCCS 2013</p>

<input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate		<input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam  Industry exam: State of Maine Journeyman's License  Other: NABCEP Solar PV Associate	Process: Review program outcomes annually with advisory board. Five year program review for MCCS.		
<p style="text-align: center;"><u>Emergency Medical Services</u></p> <input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam  Industry exam: NREMT exam both practical and written at the advanced EMT level after first year and NREMT exam both practical and written at the Paramedic level after second year (NREMT-P)  Other: Maine Licensure as EMT-I after first year and Maine Licensures as EMT-P after second year	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process:	Updates to courses, added a scenario-based assessment course	Annual report to Maine EMS 03/2017  CAAHEP/CaE MSP self study 01/2017  CoAEMSP site visit 12/2012
<p style="text-align: center;"><u>Entrepreneurship</u></p> <input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam  Industry exam:  Other: Program Learning Outcomes based on faculty-designed assessments.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.	Additional coverage of course content, additional assignments, new textbook selection, review & modification of assessment	

<p><u>Liberal Studies</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input type="checkbox"/> Career degree  <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Rubrics  <input type="checkbox"/> Licensure or industry exam  <input checked="" type="checkbox"/> Student surveys</p> <p>Industry exam:</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Eight Program Outcomes review over a three year period. Five year Program Review for MCCS</p>	<p>Major curriculum revision to align with new Block Transfer Agreement with University of Maine System</p>	<p>Fall 2015</p>
<p><u>Medical Assisting</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input checked="" type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: CMA or RMA credential exam required</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process:</p>	<p>Update and renamed courses, removed keyboarding course</p>	<p>Annual report MAERB 01/2017</p> <p>Site visit CAAHEP/MAE RB 10/2012</p>
<p><u>Medical Coding</u></p> <p><input type="checkbox"/> Transfer degree  <input type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input type="checkbox"/> Employment  <input checked="" type="checkbox"/> Internship, Co-op; fieldwork  <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: CCA or CPC credential is voluntary</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process:</p>	<p>Changed program from three semesters to two semesters</p>	<p>2015</p>

<p style="text-align: center;"><u>Nursing</u></p> <input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam  Industry exam: NCLEX RN exam  Other: RN Licensure by MSBON	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process:	Admission criteria strengthened: 10 cr. of pre-requisites required prior to admission with a grade of B or higher except for students directly from high school and TEAS entrance exam set with a minimum achievement scores requirement; added administrative assistant	Annual report ACEN 11/2016  ACEN on site visit 03/2011  MSBON 02/2013
<p style="text-align: center;"><u>Office Assistant</u></p> <input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam  Industry exam:  Other: Program Learning Outcomes based on faculty-designed assessments.	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.	Additional coverage of course content, additional assignments, new textbook selection, review & modification of assessment	
<p style="text-align: center;"><u>Paramedicine</u></p> <input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam  Industry exam: NREMT at Paramedic level  Other: Maine Licensure as EMT-P	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:  Process:	Updates to courses, added a scenario-based assessment course	Annual report to Maine EMS 03/2017  CAAHEP/CaE MSP self study 01/2017  CoAEMSP site visit 12/2012

<p><u>Plumbing &amp; Heating</u></p> <p><input type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: National Propane Gas Association CETP EPA 608 Journeyman Heating/Journeyman Plumbing  Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board.  Five year program review for MCCS.</p>	<p>Rewrite the curriculum, develop new course</p>	<p>MCCS 2015</p>
<p><u>Precision Machine Technology</u></p> <p><input checked="" type="checkbox"/> Transfer degree  <input checked="" type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: National Institute for Metalworking Skills (NIMS)  Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: : Review program outcomes each semester with advisory board</p>	<p>More time on task in lab</p>	<p>NIMS 2017</p>
<p><u>Structural Welding</u></p> <p><input type="checkbox"/> Transfer degree  <input type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork  <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: American Welding Society (AWS)  Other:</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board.  Five year program review for MCCS.</p>		<p>MCCS 2017</p>
<p><u>Wind Power Technology</u></p> <p><input type="checkbox"/> Transfer degree  <input type="checkbox"/> Career degree  <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog  <input checked="" type="checkbox"/> Syllabus  <input checked="" type="checkbox"/> Web  <input checked="" type="checkbox"/> Pamphlet</p>	<p><input checked="" type="checkbox"/> Capstone course  <input type="checkbox"/> Employer surveys  <input type="checkbox"/> Portfolio review  <input checked="" type="checkbox"/> Employment  <input type="checkbox"/> Internship, Co-op; fieldwork</p>	<p><input checked="" type="checkbox"/> Faculty  <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator  <input checked="" type="checkbox"/> Advisory Board  <input type="checkbox"/> Other external:</p>	<p>Offering certificate program only as of 2016</p>	<p>MCCS 2013</p>

		<input type="checkbox"/> Licensure or industry exam  Industry exam: None  Other:	Process: Review program outcomes annually with advisory board. Five year program review for MCCS.		
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**OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM  
ACCREDITATION**

(1)	(2)	(3)	(4)	(6)
Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	Date of most recent accreditation action by each listed agency.	List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	Date and nature of next scheduled review.
Accreditation Council for Business Schools & Programs (ACBSP)	2011 Reaffirmation of Accreditation 2015 Quality Assurance Report	N/A	ACBSP Standards for Accreditation	2017 Quality Assurance Report  2021 Reaffirmation of Accreditation
Automotive Collision Repair: National Automotive Technicians Education Foundation	2016 On-Site Visit	None	ASE Certifications	2.5 Year Compliance Review in Fall of 2018
Automotive Technology: National Automotive Technicians Education Foundation	2015 2.5 Year Compliance Review	None	ASE Certifications	2018 On-Site Visit
Diesel Hydraulics Technology: National Automotive Technicians Education Foundation	2017 2.5 Year Compliance Review	None	ASE Certifications	2019 On-Site Visit
Precision Machining Technology: National Institute for Metalworking Skills	2017 On-Site Evaluation	None	NIMS Certifications	2022 next scheduled on-site evaluation visit
Nursing: Accreditation Commission for	2011 ACEN on site visit; 2016 Annual report submitted	Follow-up report submitted 2013 to address standards 2 and 6 and this was	ACEN Standards 1-6 which include passing the NCLEX exam; program	ACEN on site visit due Spring 2019



Education in Nursing (ACEN) & Maine State Board of Nursing (MSBON) approval	MSBON 2013	accepted for continuing accreditation. Standard 2 has to do with qualified faculty and administrative staff support. Standard 6 has to do with the systematic planning for program evaluation.	completion rates; and employment rates.  MSBON licensing for RN licensure	MSBON Spring 2018
EMS: Commission on Accreditation of Allied Health Education Programs (CAAHEP)/ Commission on American Emergency Medical Services Profession (CoAEMSP)  Maine EMS	Annual report Maine EMS 2017  CAAHEP/CoAEMSP 2017  CoAEMSP 2012	N/A	Successfully passing the NREMT Advanced and or Paramedic exam both written and practical portions.  Maine EMS licensure	Maine EMS CAAHEP/CoAEMSP Spring, 2018  Paramedic Maine EMS CAAHEP/CoAEMSP 2017
Medical Assisting: Medical Assisting Educational Review Board	CAAHEP/MAERB 2012	N/A	Credential exam for either CMA or RMA	CAAHEP/MAERB 2020

## List of Digital Workroom Documents

<b>Standard</b>	<b>Document</b>
<b>Standard One: Mission and Purposes</b>	Vision, Mission and Core Values
	Public Law 431
	Course Catalog
	Northern Maine Community College Strategic Plan, 2016-2021
<b>Standard Two: Planning and Evaluation</b>	NMCC Strategic Plan
	Maine Community College System Strategic Plan, July 1, 2015-June 30, 2020
	NMCC Strategic Plan
	Master Plan
	1999 Enrollment Plan
	Community College Survey of Student Engagement, 2016
	Student Satisfaction Inventory, 2017
<b>Standard Three: Organization and Governance</b>	Vision, Mission and Core Values
	Maine Community College System Strategic Plan, 2015-2020
	Staff Handbook
	SWOT Analysis
	MSEA Administrative Bargaining Unit Collective Bargaining Agreement
	Faculty Handbook
	Adjunct Faculty Handbook
<b>Standard Four: The Academic Program</b>	Vision, Mission and Core Values
	MCCS Policy 303.2
	NMCC Philosophy of General Education
	MCCS Policy 302
	Memorandum of Understanding between the University of Maine System (UMS) and the Maine Community College System (MCCS)
	Nursing Department Assessment Plan
	Student Handbook
	College Course Catalog

	Memorandum of Understanding between Northern Maine Community College and the Off-Campus Adult Education Center, MCCS Policy 311
	University of Maine at Fort Kent-Northern Maine Community College Bachelor of Science Articulation Agreement 2016-2018
	Maine Community College System Strategic Plan, July 1, 2015-June 30, 2020
	Northern Maine Community College Distance Learning Teaching Guidelines
<b>Standard Five: Students</b>	
	Vision, Mission and Core Values
	Memorandum of Understanding between the University of Maine System (UMS) and the Maine Community College System (MCCS)
	Student Satisfaction Inventory, 2017
	Community College Survey of Student Engagement, 2016
<b>Standard Six: Teaching and Learning</b>	
	Vision, Mission and Core Values
	Faculty Handbook
	Maine Community College Trustees Agreement with the Maine Education Association Faculty Unit, 2015-2017
	Adjunct Faculty Handbook
<b>Standard Seven: Institutional Resources</b>	
	Vision, Mission and Core Values
	Deferred Maintenance Corrections 2015
	Deferred Maintenance List
	Northern Maine Community College Strategic Plan, 2016-2021
	Master Plan
<b>Standard Eight: Educational Effectiveness</b>	
	Faculty Handbook
	Program Review for Liberal Studies 2016
	Business Technology Assessment Plan, 2016-2017
	Nursing Program Systematic Plan for Evaluation
	Student Satisfaction Inventory, 2017
	Community College Survey of Student Engagement, 2016
	“Engaging Faculty in Retention Strategies Through the Practitioner-as-Researcher Model”
	Maine Nurse Core Competencies June, 2013

	Memorandum of Understanding between the University of Maine System (UMS) and the Maine Community College System (MCCS)
	Maine Community College System Strategic Plan, July 1, 2015-June 30, 2020
	Northern Maine Community College Strategic Plan, 2016-2021
<b>Standard Nine: Integrity, Transparency, and Public Disclosure</b>	
	Policy 416
	Agreement Between the Maine Community College Trustees and the Maine Education Association Administrators Unit, 2015-2017
	Maine Community College Trustees Agreement with the Maine Education Association Faculty Unit, 2015-2017
	Agreement Between the Maine State Employees Association, Local 1989, SEIU, AFL-CIO, CLC and the Maine Community College System, Support Services Bargaining Unit, July 1, 2013 – June 30 2015
	Agreement Between the Maine State Employees Association, Local 1989, SEIU, AFL-CIO, CLC and the Maine Community College System, Adjunct Faculty Bargaining Unit, to June 30 2015
	Northern Maine Community College Fact Sheet, 2016-2017
	2016 Viewbook

Independent Auditor's Report A-32 Excerpt from Combined Financial Statements



**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**FINANCIAL STATEMENTS**

**and**

**SUPPLEMENTAL INFORMATION**

**June 30, 2017 and 2016**





**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Financial Statements**

**Years Ended June 30, 2017 and 2016**

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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Maine Community College System

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the business-type activities, the aggregate discretely-presented component units, and the fiduciary fund of the Maine Community College System (the System), a component unit of the State of Maine, as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the System's basic financial statements, as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of certain foundations within the aggregate discretely-presented component units, which statements reflect total assets constituting 55%, and revenue constituting 54%, of the related totals. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion on the aggregate discretely-presented component units, insofar as it relates to the amounts included for these certain foundations, is based solely on the reports of the other auditors. We conducted our audits in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the aggregate discretely-presented component units noted above were not audited in accordance with *Government Auditing Standards*.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### ***Opinion***

In our opinion, based on our audits and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely-presented component units, and the fiduciary fund of the System as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

### **Other Matters**

#### *Required Supplementary Information*

U.S. generally accepted accounting principles require that Management's Discussion and Analysis and the information listed under Required Supplementary Information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, and/or historical context. We have applied certain limited procedures to the required supplementary information in accordance with U.S. generally accepted auditing standards, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### *Supplementary Information*

Our audits were conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The Schedule of Activities, as listed in the table of contents, is presented for purposes of additional analysis and is not a required part of the basic financial statements. The Schedule of Activities is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing the reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the Schedule of Activities is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

### **Report on Summarized Comparative Information**

We have previously audited the System's June 30, 2016 financial statements, and we expressed unmodified opinions on those audited financial statements in our report dated October 14, 2016. In our opinion, the summarized comparative information presented herein for the year ended June 30, 2016 is consistent, in all material respects, with the audited financial statements from which it has been derived.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2017 on our consideration of the System's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.

*Berry Dunn McNeil & Parker, LLC*

Portland, Maine  
October 16, 2017

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

**Introduction**

The following report is Management's Discussion and Analysis (MD&A) of the financial results for the year ended June 30, 2017, with comparative information for the prior two years. The MD&A should be read in conjunction with the financial statements and related notes that are presented with this report. The MD&A is unaudited supplemental information required by the Governmental Accounting Standards Board (GASB). The purpose of the MD&A is to enhance the understandability and usefulness of the financial statements by providing an objective analysis of the financial activities based on currently known facts, decisions, and conditions. The financial statements, footnotes, and MD&A are management's responsibility.

**General Information about the Maine Community College System**

The history of Maine's community colleges dates to 1946 and the creation of the Maine Vocational Technical Institute within the Maine Department of Education. During the 1960s, five more vocational technical institutes were created, and in 1986 the Maine Vocational Technical Institute System was established as a quasi-governmental organization and autonomous public instrumentality. In 1989 the name was changed to the Maine Technical College System. A seventh college was added in 1994, and on July 1, 2003, the Legislature expanded the System's mission and changed its name to the Maine Community College System (MCCS or the System).

MCCS offers nearly 300 one- and two-year program options in health care, computers, automotive technology, construction, early childhood education, electrical & electronics, engineering technology, public safety, hospitality, business, metals manufacturing, liberal studies, and many others.

The seven-college system consists of Central Maine Community College in Auburn (CMCC), Eastern Maine Community College in Bangor (EMCC), Kennebec Valley Community College in Fairfield and Hinckley (KVCC), Northern Maine Community College in Presque Isle (NMCC), Southern Maine Community College in South Portland and Brunswick (SMCC), Washington County Community College in Calais (WCCC), and York County Community College in Wells (YCCC). Off-campus centers are located in East Millinocket, Ellsworth, South Paris, Damariscotta, Sanford and Houlton. The System's central office, located in Augusta, Maine, was established by legislation to provide statewide coordination and leadership to the seven colleges.

The System also operates two state-wide programs; Early College for ME (ECforME) and the Maine Quality Centers (MQC). ECforME is a comprehensive high school-to-college transition program offered in partnership with secondary schools throughout the state. ECforME provides selected students with scholarships to community colleges, access to college courses to seniors in high school, and advising and support throughout a student's high school and community college experience. The MQC program is an economic development program established by the Legislature in 1994. The program provides customized workforce training grants for Maine employers seeking to locate or expand their operations in Maine or who are interested in providing training to their incumbent workers. The training is coordinated and delivered by the seven community colleges.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

**Using the Financial Statements**

In addition to this MD&A, the System's financial report includes a Statement of Net Position; Statement of Revenues, Expenses, and Changes in Net Position; and a Statement of Cash Flows, together with related footnotes. These financial statements are presented in accordance with GASB principles, which establish the standard for external financial reporting for public colleges and universities. The GASB standards require that the financial statements focus on the System as a whole.

In order to provide a more comprehensive understanding of the resources supporting the mission of the MCCS, the GASB also requires that the MCCS report on the assets, liabilities, and activities of organizations that are not owned or managed by the MCCS but that exist for the sole purpose of benefiting the System or its colleges. Accordingly, these financial statements include a Balance Sheet and Statement of Activity for the Maine Community College Educational Foundations (MCCEF) and a Statement of Fiduciary Net Position and a Statement of Changes in Fiduciary Net Position for the Maine Community College System Other Post-Employment Benefit Trust (MCCS OPEB Trust or Trust). The MCCEF includes six foundations established to support individual colleges and their students. It also includes The Foundation for Maine's Community Colleges which was established in November of 2009 to provide broad based support to all seven of the state's community colleges. The MCCS OPEB Trust was established under Section 115 of the Internal Revenue Code as an irrevocable trust to manage the assets contributed by the System to fund its long-term obligation to pay the health care and life insurance benefit costs for certain employees after their retirement.

The Statement of Net Position depicts the financial position of the Maine Community College System as of June 30, 2017, with comparative data from June 30, 2016, and includes all of the assets and liabilities, deferred inflows and deferred outflows of the System. Assets represent what the System owns plus what is owed to MCCS. Liabilities constitute obligations to make payment to others plus what the System has collected in advance of providing the related services. Net position represents the residual interest in the MCCS assets after liabilities are deducted, net of deferred inflows and outflows, and the positive or negative change in net position over time is an indicator of the relative financial health of the System. The net position is divided into three primary categories:

*Net investment in capital assets*, represent the land, buildings and equipment that the System has acquired over its life and still uses. Net capital assets are presented after deductions for accumulated depreciation and the outstanding debt incurred to acquire or construct them. This category includes deposits held with bond trustee to service outstanding debt.

*Restricted* net position has inherent limitations and can only be expended for the purposes stipulated by the individual, institution, or governmental unit that directed the resources to the System. *Restricted expendable* net position is available to be used for the intended purpose while *nonexpendable* assets are invested in perpetuity, and the investment income is used for the intended purpose.

*Unrestricted* net position is available for general operations of the System and for dedicated purposes such as capital projects for renewal and replacement, Maine Quality Center training initiatives, and working capital maintained for departmental and auxiliary enterprise activities. While there are no external constraints on unrestricted net position, MCCS has set aside certain unrestricted net position for future use.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

The Statement of Revenues, Expenses and Changes in Net Position presents the operating, non-operating and other activities of the System for the full fiscal year which runs from July 1<sup>st</sup> to June 30<sup>th</sup>. Two years of revenues, expenses, and changes in net position are presented for comparative purposes. This statement matches the amounts received from tuition, State appropriations, residential life fees, grants, and services and other items of income against all the costs and outlays incurred in order to operate the System. The costs incurred consist of salaries and benefits, supplies and overhead expenses, insurances, utilities, and depreciation. The expenses are categorized according to the activity that generated the cost.

The Statement of Cash Flows examines the changes in cash position resulting from a year of operations. Cash flows are separated by the nature of the activity and include operating activities, noncapital financing, capital and related financing activities, and investing activities.

Operating activities involve activities relating to the delivery of education and related services. Common examples of cash flows provided by operating activities include tuition, fees, grants, and bookstore and food service sales. Cash flows used in operating activities include payments to employees, vendors, and suppliers.

Noncapital financing activities include appropriations from state government, noncapital grants, and gifts.

Capital and related financing activities include those activities relating to the generation and repayment of funds provided by and paid to lenders as well as grants for acquisition of capital assets.

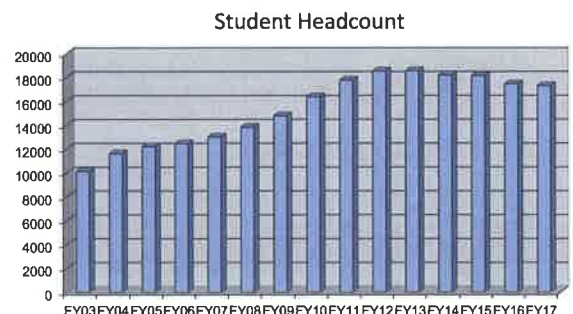
Investing activities include funds used to purchase marketable securities and funds provided from the sale of marketable securities.

**Highlights and Trends Impacting Financial Results**

As a publicly funded institution of higher education, MCCS receives appropriations from the State of Maine partially subsidizing the cost of attendance at one of the seven community colleges. In 2017 State appropriations increased \$3.6 million, or 6.1 percent. The rate of increase is partially in recognition of a historic imbalance in public funding and partially in response to employer's needs to increase the skills of the current workforce. MCCS educates 36 percent of students attending public higher education institutions in Maine, but receives 23 percent of the public expenditure for higher education.

Enrollment was 17,311 in the fall 2016 (fiscal 2017) compared to 17,464 in the fall of 2015, a decrease of 0.9 percent. Nationally community college enrollments declined 2.4 percent as a strong economy and low unemployment pulled would-be students out of colleges and into the workforce.

Since making the transition from technical to community colleges in 2003, enrollment system-wide has grown 70.9 percent. The long trend of enrollment growth is partially attributable to the expanded mission of the institutions with more students enrolling in liberal studies programs and taking advantage of transfer agreements to four-year institutions. The recent decline in enrollments is a result of a reduction in the number of students graduating from Maine high schools and



**MAINE COMMUNITY COLLEGE SYSTEM**  
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**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

improved employment opportunities. Since its peak in 2007-08, the number of students graduating from Maine high schools has declined approximately 2,100 students, approximately 14 percent. After peaking in 2010, the unemployment rate in Maine has decreased from 8.3 percent to 3.7 percent. Recent high school graduates and unemployed workers are important pools of potential students for community colleges.

MCCS was also a recipient of a significant Federal grant. The Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grants provided funding for Maine's seven community colleges to address the critical and growing need for skilled information technology workers across many industries. Awarded over four years and totaling \$13 million, CMCC served as the lead institution for MCCS's seven-college consortium.

MCCS implemented GASB Statement No. 68 (GASB 68) in 2015. GASB 68 requires MCCS to report the System's proportionate share of the State's net pension liability. MCCS's proportionate share of the State's net pension liability as of June 30, 2017 was \$66.7 million and the System incurred expenses related to retirement benefits of \$1.7 million – down significantly from the 2016 impact of \$9.0 million. The impact of GASB 68 results from a change in accounting for pension benefits administered by the Maine Public Employees Retirement System (MainePERS), not a change resulting from operations. MCCS is not directly responsible for the payment of retirement pensions earned by employees who are members of MainePERS.

**College Results and Combined Operating Results**

Maine's seven community colleges serve very different regions of the state. The different locations face very different demographic conditions in their local communities and, as a result, it is difficult to compare the results of operations between the colleges.

In addition, MCCS is quasi-centralized. The System Office provides certain services to all the colleges and administers a pool of expenses that cannot be effectively allocated to the colleges.

Central services, for which the colleges are not charged or allocated fees include legal, certain human resource functions, and some information technology services. The colleges manage their own budgets based on guidance from the System Office, but cash and investments are managed centrally. Tuition is set by the Board of Trustees as a rate per credit hour.

The colleges are responsible for responding to their community's business and enrollment needs. They also respond to grant opportunities based on the needs of the individual college.

The 2017 and 2016 statements of revenues, expenses, and changes in net position for the individual colleges are as follows:



**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2017

<u>Year ended June 30, 2017</u> (in millions)	<u>CMCC</u>	<u>EMCC</u>	<u>KVCC</u>	<u>NMCC</u>	<u>SMCC</u>	<u>WCCC</u>	<u>YCCC</u>	<u>All Colleges</u>
Student tuition and fees	\$ 6.7	\$ 6.5	\$ 5.3	\$ 2.2	\$ 15.6	\$ 1.3	\$ 3.3	\$ 40.9
Residential life	2.4	1.7	0.1	0.9	4.5	0.6	-	10.2
Less: scholarships	<u>(7.0)</u>	<u>(6.0)</u>	<u>(4.8)</u>	<u>(2.1)</u>	<u>(10.7)</u>	<u>(1.3)</u>	<u>(2.7)</u>	<u>(34.6)</u>
Tuition and residential life	2.1	2.2	0.6	1.0	9.4	0.6	0.6	16.5
Federal grants and contracts	8.3	5.6	5.6	2.3	10.8	1.4	2.9	36.9
Grants and other revenue	<u>4.2</u>	<u>2.3</u>	<u>1.5</u>	<u>1.4</u>	<u>7.3</u>	<u>0.7</u>	<u>1.3</u>	<u>18.7</u>
Total operating revenues	<u>14.6</u>	<u>10.1</u>	<u>7.7</u>	<u>4.7</u>	<u>27.5</u>	<u>2.7</u>	<u>4.8</u>	<u>72.1</u>
Instruction	8.5	8.1	6.1	4.2	16.7	2.5	4.2	50.3
Public service	-	0.1	-	0.1	0.5	0.2	-	0.9
Academic support	1.2	1.1	2.1	0.5	3.7	0.8	1.5	10.9
Student services	2.2	2.4	1.5	1.5	4.1	1.0	1.5	14.2
Institutional support	1.9	1.8	1.9	1.9	4.1	1.0	1.6	14.2
Operations & maintenance	1.6	2.2	1.5	1.7	5.0	1.1	.7	13.8
Student aid	0.1	0.1	-	0.2	0.2	-	-	0.6
Auxiliary enterprises	2.9	1.1	0.3	1.5	3.7	0.8	-	10.3
Depreciation	<u>1.6</u>	<u>1.7</u>	<u>1.7</u>	<u>1.2</u>	<u>3.9</u>	<u>0.7</u>	<u>0.6</u>	<u>11.4</u>
Total operating expenses	<u>20.0</u>	<u>18.6</u>	<u>15.1</u>	<u>12.8</u>	<u>41.9</u>	<u>8.1</u>	<u>10.1</u>	<u>126.1</u>
Operating loss	(5.4)	(8.5)	(7.4)	(8.1)	(14.4)	(5.4)	(5.3)	(54.5)
State appropriations	8.1	8.5	6.8	8.0	14.2	5.2	5.2	56.0
Gifts	-	-	-	0.3	0.3	-	-	0.6
Net investment income (loss)	<u>(0.1)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(0.2)</u>	<u>0.1</u>	<u>-</u>	<u>(0.2)</u>
Net nonoperating revenues	<u>8.0</u>	<u>8.5</u>	<u>6.8</u>	<u>8.3</u>	<u>14.3</u>	<u>5.3</u>	<u>5.2</u>	<u>56.4</u>
Income (loss) before other	2.6	-	(0.6)	0.2	(0.1)	(0.1)	(0.1)	1.9
Capital grants and gifts	-	-	-	-	-	-	2.7	2.7
Appropriation for capital assets	-	-	(0.1)	-	-	-	2.4	2.3
Inter-campus transfers	<u>0.2</u>	<u>0.2</u>	<u>0.2</u>	<u>0.1</u>	<u>0.4</u>	<u>-</u>	<u>0.1</u>	<u>1.2</u>
Total other revenue & gains	<u>0.2</u>	<u>0.2</u>	<u>0.1</u>	<u>0.1</u>	<u>0.4</u>	<u>-</u>	<u>5.2</u>	<u>6.2</u>
Change in net position	2.8	0.2	(0.5)	0.3	0.3	(0.1)	5.1	9.1
Net position-beginning / year	<u>27.4</u>	<u>23.7</u>	<u>31.6</u>	<u>19.9</u>	<u>65.8</u>	<u>14.1</u>	<u>10.4</u>	<u>192.9</u>
Net position-end / year	<u>\$30.2</u>	<u>\$23.9</u>	<u>\$31.1</u>	<u>\$20.2</u>	<u>\$ 66.1</u>	<u>\$14.0</u>	<u>\$15.5</u>	<u>\$201.0</u>



**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2017

<u>Year ended June 30, 2017</u> (in millions)	<u>All Colleges</u>	<u>System- wide</u>	<u>System Office</u>	<u>State's UAAL</u>	<u>MCCS</u>
Student tuition and fees	\$ 40.9	\$ -	\$ -	\$ -	\$ 40.9
Residential life	10.2	-	-	-	10.2
Less: scholarships	<u>(34.6)</u>	<u>(3.4)</u>	<u>-</u>	<u>-</u>	<u>(38.0)</u>
Net tuition and residential life	16.5	(3.4)	-	-	13.1
Federal grants and contracts	36.9	-	0.1	-	37.0
Grants and other revenue	<u>18.7</u>	<u>2.2</u>	<u>0.5</u>	<u>-</u>	<u>21.4</u>
Total operating revenues	<u>72.1</u>	<u>(1.2)</u>	<u>0.6</u>	<u>-</u>	<u>71.5</u>
Instruction	50.3	-	-	(0.8)	49.5
Public service	0.9	-	-	-	0.9
Academic support	10.9	-	1.2	(0.1)	12.0
Student services	14.2	-	-	(0.2)	14.0
Institutional support	14.2	0.3	4.2	(0.3)	18.4
Operations & maintenance	13.8	-	-	(0.2)	13.6
Student aid	0.6	-	-	-	0.6
Auxiliary enterprises	10.3	-	-	-	10.3
Depreciation and amortization	<u>11.4</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>11.4</u>
Total operating expenses	<u>126.6</u>	<u>0.3</u>	<u>5.4</u>	<u>(1.6)</u>	<u>130.7</u>
Operating income (loss)	<u>(54.5)</u>	<u>(1.5)</u>	<u>(4.8)</u>	<u>1.6</u>	<u>(59.2)</u>
State appropriations	56.0	-	6.0	-	62.0
Gifts	0.6	-	-	-	0.6
Net investment income (loss)	<u>(0.2)</u>	<u>4.0</u>	<u>-</u>	<u>-</u>	<u>3.8</u>
Net nonoperating revenues	<u>56.4</u>	<u>4.0</u>	<u>6.0</u>	<u>-</u>	<u>66.4</u>
Income (loss) before other	1.9	2.5	1.2	1.6	7.2
Capital grants and gifts	2.7	-	-	-	2.7
Appropriation for capital assets	2.3	-	-	-	2.3
Inter-campus transfers	<u>1.2</u>	<u>(1.2)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total other revenue, gains or (losses)	<u>6.2</u>	<u>(1.2)</u>	<u>-</u>	<u>-</u>	<u>5.0</u>
Change in net position	<u>8.1</u>	<u>1.3</u>	<u>1.3</u>	<u>1.6</u>	<u>12.3</u>
Net position-beginning / year	<u>192.9</u>	<u>27.7</u>	<u>8.6</u>	<u>(61.8)</u>	<u>167.4</u>
Net position-end / year	<u>\$201.0</u>	<u>\$29.0</u>	<u>\$ 9.9</u>	<u>\$(60.2)</u>	<u>\$179.7</u>

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

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June 30, 2017

<u>Year ended June 30, 2016</u> (in millions)	<u>CMCC</u>	<u>EMCC</u>	<u>KVCC</u>	<u>NMCC</u>	<u>SMCC</u>	<u>WCCC</u>	<u>YCCC</u>	<u>All Colleges</u>
Student tuition and fees	\$ 6.7	\$ 6.4	\$ 5.0	\$ 2.2	\$ 15.6	\$ 1.3	\$ 3.4	\$ 40.6
Residential life	2.2	1.8	-	0.8	4.1	0.6	-	9.5
Less: scholarships	<u>(7.4)</u>	<u>(5.9)</u>	<u>(4.8)</u>	<u>(2.3)</u>	<u>(12.1)</u>	<u>(1.4)</u>	<u>(3.1)</u>	<u>(37.0)</u>
Tuition and residential life	1.5	2.3	0.2	0.7	7.6	0.5	0.3	13.1
Federal grants and contracts	8.3	5.5	6.9	2.5	12.1	1.6	3.5	40.4
Grants and other revenue	<u>3.8</u>	<u>2.2</u>	<u>1.8</u>	<u>1.3</u>	<u>6.9</u>	<u>0.4</u>	<u>1.2</u>	<u>17.6</u>
Total operating revenues	<u>13.6</u>	<u>10.0</u>	<u>8.9</u>	<u>4.5</u>	<u>26.6</u>	<u>2.5</u>	<u>5.0</u>	<u>71.1</u>
Instruction	8.8	8.4	6.7	4.8	16.7	2.7	4.3	52.4
Public service	-	0.1	-	-	0.4	0.1	-	0.6
Academic support	1.2	1.0	2.1	0.5	3.4	0.8	1.6	10.6
Student services	2.0	2.0	1.3	1.4	4.0	0.9	1.3	12.9
Institutional support	2.3	1.9	1.9	1.8	4.2	0.9	1.5	14.5
Operations & maintenance	1.7	2.4	1.3	1.6	5.0	1.0	0.6	13.6
Student aid	0.1	0.1	0.1	0.1	0.2	-	-	0.6
Auxiliary enterprises	2.6	1.0	0.2	1.4	3.4	0.6	-	9.2
Depreciation	<u>1.5</u>	<u>1.7</u>	<u>1.7</u>	<u>1.1</u>	<u>3.8</u>	<u>0.8</u>	<u>0.7</u>	<u>11.3</u>
Total operating expenses	<u>20.2</u>	<u>18.6</u>	<u>15.3</u>	<u>12.7</u>	<u>41.1</u>	<u>7.8</u>	<u>10.0</u>	<u>125.7</u>
Operating loss	(6.6)	(8.6)	(6.4)	(8.2)	(14.5)	(5.3)	(5.0)	(54.6)
State appropriations	7.6	7.8	6.5	7.7	13.9	4.8	4.8	53.1
Gifts	-	-	-	0.1	0.2	-	0.1	0.4
Net investment loss	<u>(0.3)</u>	<u>(0.3)</u>	<u>(0.1)</u>	<u>-</u>	<u>(.6)</u>	<u>-</u>	<u>(0.1)</u>	<u>(1.4)</u>
Net nonoperating revenues	<u>7.3</u>	<u>7.5</u>	<u>6.4</u>	<u>7.8</u>	<u>13.5</u>	<u>4.8</u>	<u>4.8</u>	<u>52.1</u>
Income (loss) before other	0.7	(1.1)	-	(0.4)	(1.0)	(0.5)	(0.2)	(2.5)
Capital grants and gifts	-	-	0.1	-	0.4	-	-	0.5
Appropriation for capital assets	-	2.0	0.7	0.5	0.4	1.0	0.8	5.4
Inter-campus transfers	<u>0.1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>0.1</u>	<u>-</u>	<u>0.1</u>	<u>0.3</u>
Total other revenue & gains	<u>0.1</u>	<u>2.0</u>	<u>0.8</u>	<u>0.5</u>	<u>0.9</u>	<u>1.0</u>	<u>0.9</u>	<u>6.2</u>
Change in net position	0.8	0.9	0.8	(0.1)	0.3	0.5	0.7	3.7
Net position-beginning / year	<u>26.6</u>	<u>22.8</u>	<u>30.8</u>	<u>19.8</u>	<u>65.9</u>	<u>13.6</u>	<u>9.7</u>	<u>189.2</u>
Net position-end / year	<u>\$27.4</u>	<u>\$ 23.7</u>	<u>\$31.6</u>	<u>\$19.9</u>	<u>\$ 65.8</u>	<u>\$14.1</u>	<u>\$10.4</u>	<u>\$192.9</u>

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2017

<u>Year ended June 30, 2016</u> (in millions)	<u>All Colleges</u>	<u>System- wide</u>	<u>System Office</u>	<u>State's UAAL</u>	<u>MCCS</u>
Student tuition and fees	\$ 40.6	\$ -	\$ -	\$ -	\$ 40.6
Residential life	9.5	-	-	-	9.5
Less: scholarships	<u>(37.0)</u>	<u>(2.9)</u>	-	-	<u>(39.9)</u>
Net tuition and residential life	13.1	<u>(2.9)</u>	-	-	10.2
Federal grants and contracts	40.4	-	0.1	-	40.5
Grants and other revenue	<u>17.6</u>	<u>2.5</u>	-	-	<u>20.1</u>
Total operating revenues	<u>71.1</u>	<u>(0.4)</u>	<u>0.1</u>	-	<u>70.8</u>
Instruction	52.4	-	-	0.1	52.5
Public service	0.6	-	-	-	0.6
Academic support	10.6	-	0.8	-	11.4
Student services	12.9	-	-	-	12.9
Institutional support	14.5	0.3	4.3	-	19.1
Operations & maintenance	13.6	-	0.1	-	13.7
Student aid	0.6	-	-	-	0.6
Auxiliary enterprises	9.2	-	-	-	9.2
Depreciation and amortization	<u>11.3</u>	-	<u>0.1</u>	-	<u>11.3</u>
Total operating expenses	<u>125.7</u>	<u>0.3</u>	<u>5.3</u>	<u>0.1</u>	<u>131.4</u>
Operating loss	(54.6)	(0.7)	(5.2)	(0.1)	(60.6)
State appropriations	53.1	-	5.3	-	58.4
Gifts	0.4	-	-	-	0.4
Net investment income	<u>(1.4)</u>	<u>0.2</u>	-	-	<u>(1.2)</u>
Net nonoperating revenues	<u>52.1</u>	<u>0.2</u>	<u>0.1</u>	-	<u>57.6</u>
Income (loss) before other	<u>(2.5)</u>	<u>(0.5)</u>	<u>0.1</u>	<u>(0.1)</u>	<u>(3.0)</u>
Capital grants and gifts	0.5	-	-	-	0.5
Appropriation for capital assets	5.4	-	-	-	5.4
Inter-campus transfers	<u>0.3</u>	<u>(0.8)</u>	<u>0.5</u>	-	-
Total other revenue, gains or (losses)	<u>6.2</u>	<u>(0.8)</u>	<u>0.5</u>	-	<u>5.9</u>
Change in net position	3.7	(1.3)	0.6	(0.1)	2.9
Net position-beginning / year	<u>189.2</u>	<u>29.0</u>	<u>8.0</u>	<u>(61.7)</u>	<u>164.5</u>
Net position-end / year	<u>\$192.9</u>	<u>\$27.7</u>	<u>\$ 8.6</u>	<u>\$(61.8)</u>	<u>\$167.4</u>

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The colleges are not required to budget for depreciation expenses, but do budget for capital expenditures funded through operations. As a result, each of the seven colleges ended 2017 with a surplus. With approval from the System Office, the colleges can reserve a portion of the earned surplus for future capital investments (discussed below, in the section on Net Position), but the unobligated net position is not available to the colleges for discretionary spending.

Colleges in more rural areas of Maine have lower enrollments and, therefore, earn less in student tuition and fees, but the proportion of state appropriation tends to be higher.

YCCC completed construction on a new academic building in Wells and completed renovations on an academic center in Sanford. Those projects were financed with a blend of state-issued bonds, philanthropic support, and reserves held for investment in property, plant and equipment.

**Economic Factors Affecting Maine's Community Colleges**

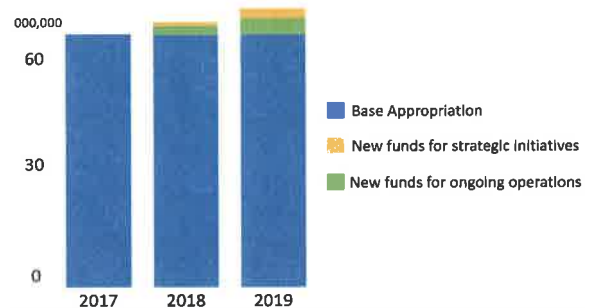
Driven by three factors -- changes in societal norms, technology (especially in the workplace) and an economy in demand of skilled labor, MCCS is directing its energy on the changing paradigms in educational delivery.

The state is experiencing a decline in working age adults at a time when Maine employers are expressing an unprecedented need for a well-trained, skilled workforce to expand their businesses. Without a more highly skilled workforce, Maine's economy will be unable to compete for jobs that will sustain its families and communities.

Faced with these troubling realities, Maine's community colleges are focused on two fundamental priorities: student success and workforce development.

In response, the Maine Legislature appropriated increases of \$2.2 million in each year of the biennium to support ongoing operations plus \$1.1 million in FY18 and an additional \$1.2 million in FY19 to support strategic initiatives related to occupational programming and statewide workforce development.

<i>(in millions)</i>	<u>2018</u>	<u>2019</u>
2017 appropriation	\$ 62.0	\$ 62.0
New funding for ongoing operations	2.2	4.4
New funding for strategic initiatives	<u>1.1</u>	<u>2.3</u>
New appropriation	<u>\$ 65.3</u>	<u>\$ 68.6</u>



To have a meaningful impact on the state's workforce challenges, increased educational access must be supported by an organizational culture and structure focused on student success. In joining the national Achieving the Dream network, Maine's community colleges are pioneering a statewide, evidence-based, student-centered approach that is designed to achieve meaningful improvement in the success of our students.

At the same time, MCCS is working to redesign the training it delivers to incumbent workers and those who are unemployed or underemployed.

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These strategic activities provide a strong foundation on which to build a more highly skilled workforce.

For colleges to implement new programs, resources will have to be allocated based on the evidence of demand. To be sustainable, changes in programming and delivery must increase access, improve outcomes and reduce costs.

These investments are necessary to keep the colleges relevant and competitive in the current environment. They also represent new capital funding models. Historically, most of the capital investment has been funded through state-funded bonds which the System has no obligation to repay. Recent construction and renovation buildings have been financed with a blend of state-issued bonds, philanthropic support, and reserves held for investment in property, plant and equipment.

The new, blended financing of capital investment has limits. In 2017, the System's cash balances declined \$1.3 million (9 percent) after declining \$6.1 million (28.8 percent) in 2016 and \$3.8 million (15.2 percent) in 2015.

Nevertheless, with cash-on-hand totaling \$13.7 million and expendable investments of \$4 million on June 30, 2017, the System's balance sheet and liquidity remain strong. The System remains positioned to react to changes in the economy and academic delivery and continues to seek new and expanded sources of funding.

Those efforts include leveraging recent success in philanthropic giving and working closely with legislative leaders, the executive branch of government and community leaders to secure greater financial support for Maine's community colleges. Also, the System intends to work with specific industries to modularize the delivery of academic programs and training initiatives into smaller units aimed at adult learners. These modules will utilize technology as effectively and efficiently as possible to best meet the needs of the incumbent workforce.

**Statement of Revenues, Expenses, and Changes in Net Position**

MCCS increased its net position by \$12.3 million in 2017, \$9.4 million more than in 2016. The strong performance resulted from increased net tuition and residential life fees of \$2.9 million, reduced instruction expenses of \$2.9 million, increased State appropriation of \$3.6 million and stronger earnings from investments of \$4.6 million, offset by increases in non-instruction expenses of \$2.2 million and decline in non-student aid related Federal grants and contracts of \$1.7 million.

The net investment in capital assets increased \$6.1 million, restricted net position increased \$.7 million and unrestricted net deficit declined \$5.4 million. The deficit in unrestricted net position, analyzed in greater detail below, is a result of pension expenses associated with MCCS employee members of the Maine Public Employees' Retirement System's defined benefit plan. MCCS's proportionate share of the State's Unfunded Actuarially Accrued Liability for pension benefits was \$66.7 million as of June 30, 2017.

In contrast, 2016 operating revenue decreased \$6.2 million from 2015 or 8.1 percent offset by an increase in nonoperating revenue of \$1.6 million or 2.9 percent. In 2015, operating revenue increased \$3.3 million or 4.3 percent and nonoperating revenue decreased \$5.0 million or 8.2 percent.

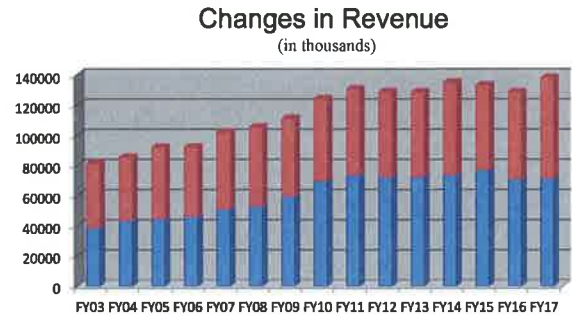
**MAINE COMMUNITY COLLEGE SYSTEM**  
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(in millions)

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Operating revenues	\$ 71.5	\$ 70.8	\$ 77.0
Operating expenses	<u>130.7</u>	<u>131.4</u>	<u>132.1</u>
Operating loss	(59.2)	(60.6)	(55.1)
Nonoperating revenues	<u>66.4</u>	<u>57.6</u>	<u>56.1</u>
Income (loss) before other revenue	7.2	(3.0)	1.0
Other revenue, net	<u>5.0</u>	<u>5.9</u>	<u>10.5</u>
Increase in net position	\$ <u>12.2</u>	\$ <u>2.9</u>	\$ <u>11.5</u>



**Operating Revenue**

The increase in operating revenues was driven by improved net tuition. Student tuition and fees increased 0.6 percent as credit delivery declined 3.5 percent, offset by a tuition increase of 2.2 percent and stronger receipts from the State for high school students enrolled in college courses. The allowances for scholarships decreased 4.7 percent as more students attended part-time so they qualified for less aid. Residential life fees increased 8.1 percent on stronger occupancy. As a result, net tuition and residential life fees increased \$2.9 million.

Federal grants and contracts decline \$3.6 million. Pell receipts, the largest share of Federal financial aid, declined \$2.6 million and other grant activity declined \$1.0 million. Federal financial aid declined because of smaller enrollments and lower awards. More students are working while in college and attending part-time. Part-time students do not qualify for as much aid and the added income from working may decrease their need. Federal grant activity declined as the colleges wind down activities on a series of large Federal grants, most notably the TAACCCT Grants.

Changes in the sources of grants fluctuate between Federal, state and nongovernment entities based on the opportunities the colleges pursue, but in the current environment do not reflect any meaningful pattern or strategic change.

Auxiliary enterprise revenues increased \$0.3 million. Auxiliary enterprise revenues result mostly from the sales of textbooks and dining services through stores operated by MCCS. Increased competition from internet-based sellers resulted in a five-year decline in profitability in bookstore operations. In 2018 MCCS entered a contract with a third party national retailer to manage bookstore operations on all seven campuses.

In 2016, a decrease in enrollment translated to a reduction in student tuition and fee revenue as well as lower residential life fees which, taken together, declined \$2.3 million or 4.4 percent. Scholarship allowances are funded by student financial aid resources, mostly Federal Pell Grants, and, tracking with tuition, declined 3.4 percent in 2016. Enrollment and the related revenues declined \$0.3 million or 0.6 percent in 2015.

Revenues from Federal, state and local, and non-government grants declined \$4.5 million or 7.8 percent in aggregate. The 2016 decline comes at the end of a long period of growth in grant production that included increases in 2015 of \$3.8 million or 7.0 percent.

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Auxiliary revenues declined \$1.0 million or 17.2 percent in 2016 compared to 2015 when auxiliary revenues declined \$0.2 million or 3.6 percent.

**Nonoperating Revenue**

Non-operating revenues are primarily comprised of the appropriations from the State of Maine, gifts, and investment gains and losses. Appropriation and other state revenue increased \$3.6 million, or 6.1 percent in 2017 and \$1.9 million or 3.4 percent in 2016. In 2015, the appropriation did not change significantly.

Investment income increased \$4.6 million because of favorable investment markets. In 2016, MCCA investment returns were insignificant after experiencing losses of \$0.6 million in 2015.

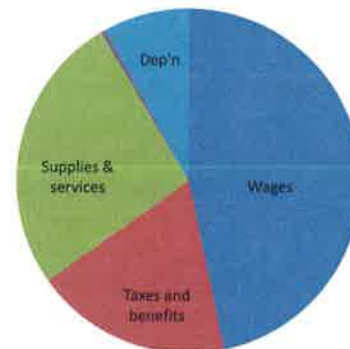
**Operating Expenses**

Like most colleges and universities, MCCA invests most of its income in its people. Wages, benefits, and wage-related taxes accounted for approximately two-thirds of expenditures in each of the last three years.

Wages decreased 0.1 percent in 2017, increased 1.1 percent in 2016 and 1.6 percent in 2015. Wage rates increased approximately 3 percent in each of those years, but productivity largely offset the rate increases.

Taxes and benefits increased 1.3 percent in 2017, compared to a decrease of 4.2 percent in 2016 and an increase of 6.9 percent in 2015. The largest benefit expense is the cost of retirement. Approximately two-thirds of the System's employees participate in the State Employee and Teacher Retirement Plan, a multiple-employer, cost-sharing plan administered by the Maine Public Employees Retirement System (MainePERS). The System was required to contribute 22.69 percent of payroll in 2017 and 22.37 percent in 2016. Healthcare benefits for current members and retirees purchased from the Maine Bureau of Employee Health contribute to the cost of benefits which added 38 percent to the cost of compensation. Expenses by natural class are as follows:

<i>(in millions)</i>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Wages	\$ 63.0	\$ 63.1	\$ 62.4
Taxes and benefits	<u>24.0</u>	<u>23.7</u>	<u>24.7</u>
Wages & benefits	87.0	86.8	87.1
Supplies & services	31.7	32.6	33.6
Student aid	0.6	0.6	0.6
Depreciation	<u>11.4</u>	<u>11.4</u>	<u>10.8</u>
Total expenses	<u>\$130.7</u>	<u>\$131.4</u>	<u>\$132.1</u>



After a long period of consistency, the distribution of expenses by functional area has shifted over the two-year period ending June 30, 2017. The colleges are increasing their use of success coaches, or navigators, to support students who face challenges in completing their education. As a result, expenditures for student services increased to 11 percent in 2017 from 10 percent in 2016 and 9 percent in 2015, while expenditures in instruction decreased to 38 percent in 2017 from 40 percent in 2016 and 41 percent in 2015.

**MAINE COMMUNITY COLLEGE SYSTEM**  
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June 30, 2017

Expenditures in other areas have remained relatively constant over time with between 8 and 9 percent spent on academic support, approximately 14 percent spent on institutional support, between 10 and 11 percent on operations and maintenance, approximately 8 percent on auxiliary enterprises and between 8 and 9 percent charged to depreciation in 2017, 2016, and 2015. Expenses by function are as follows:

<i>(in millions)</i>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Instruction	\$ 49.5	\$ 52.5	\$ 54.2
Public service	0.9	0.6	0.8
Academic support	12.0	11.4	11.0
Student services	14.0	13.0	12.5
Institutional support	18.4	19.1	18.3
Operations	13.6	13.7	13.9
Student aid	0.6	0.6	0.6
Auxiliary enterprises	10.3	9.2	10.0
Depreciation	<u>11.4</u>	<u>11.4</u>	<u>10.8</u>
Total	<u>\$130.7</u>	<u>\$131.4</u>	<u>\$132.1</u>



**Other Revenues, Expenses, Gains, and Losses**

Other revenues, expenses, gains, and losses are primarily the net result of capital activity paid through state-funded bonds which the System has no obligation to repay and capital gifts and grants including the transfer of land and buildings from other public entities.

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Other revenues, net	\$ 5.0	\$ 5.9	\$ 10.5

Other revenues, expenses, gains, and losses decreased \$0.9 million in 2017 and \$4.6 million in 2016 after an increase of \$3.5 million in 2015.

Proceeds from State for grants and capital asset acquisition decreased \$3.3 million while capital grants and gifts increased \$2.2 million. Almost all the 2017 expenditures from capital grants and proceeds from State for grants and capital asset acquisition were related to the construction of a new academic building at YCCC.

Proceeds from State for grants and capital asset acquisition decreased \$2.9 million in 2016 after an increase of \$7.0 million in 2015 as most projects except for the new building at YCCC that were funded with state-funded bonds neared completion.

Capital gifts increased \$2.2 million in 2017 after a decrease of \$1.2 million in 2016 and \$3.5 million in 2015.



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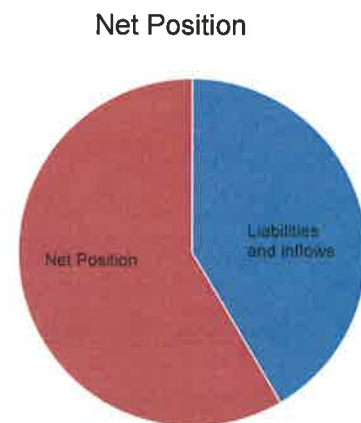
**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

**Statement of Net Position**

MCCS increased assets and deferred outflows \$14.4 million in 2017, \$1.9 million in 2016 and \$17.6 million in 2015, while liabilities and deferred inflows increased \$2.1 million in 2017, decreased \$1.0 million in 2016 and increased \$6.1 million in 2015.

<i>(in millions)</i>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Current assets	\$ 62.4	\$ 58.5	\$ 66.4
Noncurrent assets	213.2	207.9	203.8
Deferred outflows-pension	<u>25.1</u>	<u>19.8</u>	<u>14.1</u>
<b>Total assets and outflows</b>	<b><u>\$300.7</u></b>	<b><u>\$286.2</u></b>	<b><u>\$284.3</u></b>
Current liabilities	\$ 15.0	\$ 15.4	\$ 19.6
Noncurrent liabilities	87.0	89.2	84.1
Deferred inflows	<u>19.0</u>	<u>14.2</u>	<u>16.1</u>
<b>Total liabilities and inflows</b>	<b><u>\$121.0</u></b>	<b><u>\$118.8</u></b>	<b><u>\$119.8</u></b>
Investment in capital assets	\$164.2	\$158.1	\$152.0
Net restricted position	22.1	21.4	22.7
Net unrestricted position	<u>(6.6)</u>	<u>(12.1)</u>	<u>(10.2)</u>
<b>Total net position</b>	<b><u>\$179.7</u></b>	<b><u>\$167.4</u></b>	<b><u>\$164.5</u></b>



**Current Assets and Current Liabilities**

Current assets increased \$3.8 million, and current liabilities decreased \$0.4 million in 2017, generally improving liquidity. Cash decreased \$1.3 million in 2017, but short-term investments increased \$3.5 million. Cash was used to finance operating and capital activities, while the increase in investments is related to favorable returns.

Accounts receivable increased \$3.2 million because of two capital projects financed in part through philanthropic support. YCCC constructed a new academic building and CMCC renovated a precision manufacturing academic laboratory. Both projects are supported by donations that are scheduled to be received over the next four years.

The \$1.1 million decline in inventory is a result of MCCS's self-operated bookstores selling their inventory to a third-party vendor who will operate bookstores for all seven colleges beginning in 2018.

Current liabilities decreased \$0.4 million. Accounts payable and accrued liabilities collectively increased \$0.9 million based on normal business activities. MCCS makes payments to vendors and employees according to a routine schedule, and there was one more day in the payment cycle in 2017 compared to 2016. The current portion of long-term debt decreased \$1.5 million because YCCC made a planned final payment on the capital lease obligation associated with the original academic building on the Wells campus.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

In 2016, current assets decreased \$7.9 million, and current liabilities decreased \$4.2 million. Cash decreased \$6.2 million because the System collected \$4.4 million less from grants and contracts and used \$1.8 million more to pay employees and vendors. Accounts receivable and pledges receivable combined decreased \$1.9 million with the payment of pledge payments and the reduction of amounts receivable from students. Accounts payable and accrued liabilities combined, decreased \$5.7 million. The changes in accounts payable and accrued liabilities are a result of timing. The System paid its biweekly payroll obligation on June 29, 2016, and made routine payments to vendors on June 30, 2016. In 2015 payroll was delivered to employees on July 1, 2015 and routine payments to vendors were mailed on July 2, 2015. The current portion of long-term debt increased in 2015 because the balance of the capital lease obligation associated with the original academic building on the Wells campus was due to be paid the following fiscal year.

Current assets also decreased \$2.2 million and current liabilities \$1.9 million in 2015. Cash decreased \$3.8 million in 2015 because of using \$3.0 million more on operating activities than in 2014. MCCS collected \$0.7 million less from tuition and residential life fees in 2015 and used \$6.8 million more to pay employees and vendors, but collected \$3.9 million more from grants and contracts.

**Noncurrent Assets and Noncurrent Liabilities**

Noncurrent assets increased \$5.3 million in 2017. Investments in facilities and equipment, most notably the construction projects at YCCC in Wells and Sanford were completed in the summer of 2017 just after the end of the fiscal year. The prepaid post-employment benefit increased \$.3 million, and the deposit with bond trustee increased \$0.4 million. Endowment investments increased \$1.4 million because of strong returns on the related investments. Investments are discussed in greater detail below.

In 2016, noncurrent assets increased \$4.1 million with investments in facilities and equipment, most notably the construction project at CMCC and two projects at YCCC. The prepaid post-employment benefit increased \$0.5 million, offset by decreases in the deposit with bond trustee and endowment investments.

Also in 2017, long-term liabilities decreased \$2.2 million. MCCS made its final payment on the Certificates of Participation issued to finance construction of YCCC's primary academic and administrative building in Wells, Maine. The net pension liability decreased \$1.3 million based mostly on actuarial assumptions. The costs and obligations of retirement plans are assessed below.

In 2016, long-term debt decreased \$3.2 million. The System refinanced debt on residence halls built in 2006. The reduction in long-term debt was offset by an increase in net pension liability of \$8.3 million.

**Costs and Obligations of Retirement Plans**

Regular employees of the System have two retirement plan options: participation in TIAA/CREF, a defined contribution plan, and MainePERS, a defined benefit plan. MainePERS is an independent public agency of the State of Maine that administers retirement programs for State employees and other public entities including MCCS. MainePERS is responsible for the payment of retirement benefits to participants in that plan.

Participants in both the defined benefit and the defined contribution plan are eligible for retiree health insurance after vesting.

In 2015, the System implemented GASB 68, *Accounting and Financial Reporting for Pensions*. As a result, MCCS's proportionate share of the State's Unfunded Actuarially Accrued Liability (UAAL) for pension benefits was \$68.0 million as of June 30, 2016 and \$59.7 million in 2015.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

The plan is administered by MainePERS. The System does not manage the defined benefit plan assets or directly control the benefits, but the System is required to fund its share of the plan so that it remains viable and able to honor the commitments made to retired employees. Therefore, the presentation of MCCC's proportionate share of the Maine PERS UAAL, 6.6 percent as of the last reporting date, chronicles an important understanding of the System's fully formed financial condition and the totality of its obligations.

The UAAL is determined by actuaries, not staff or the System's auditors. Certain estimates used by actuaries including investment returns, salary increases, mortality rates and cost of living benefits will impact the valuation of the liability. Note 7 of the financial statements includes a required disclosure that demonstrates the impact of changing one assumption (the discount rate) by an increase or decrease of 1 percent.

The System recognizes the actuarially determined cost of retiree health and life insurance benefits in accordance with the GASB Statement No. 45 (GASB 45). In 2009, the System created the MCCC OPEB Trust. The Trust Agreement allows the Trust to accept contributions from MCCC to fund future retiree benefits and limits the trustees to prudent investment of trust assets and payment of retiree health and life insurance benefit costs. MCCC's total expenses for other post-employment benefits were \$1.7 million in 2017, \$1.7 million in 2016, and \$1.6 million in 2015. The actuarially accrued obligation for retiree health and life insurance is \$38.6 million, up \$1.4 million from the \$37.2 million obligation in 2016. In 2015, the actuarially determined obligation was \$37.7 million.

Trust assets were valued at \$36.7 million on June 30, 2017, and at \$31.5 million on June 30, 2016 and 2015. Accordingly, the UAAL was \$1.9 million in 2017, \$5.7 million in 2016 and \$6.2 million in 2015. GASB 45 requires that MCCC gradually accrete the UAAL and, as a result, MCCC had a prepaid post-employment benefit of \$13.4 million in 2017, \$13.1 million in 2016 and \$12.6 million in 2015.

In 2018, the System will adopt GASB 75 which will require recognition of the total OPEB liability and retroactive restatement of net position. Using GASB 75 methods and assumptions, the total OPEB liability for 2017 was \$49.0 million, the net OPEB liability would have been \$12.3 million, and unrestricted net position a deficit of \$32.3 million.

### **Endowments**

Noncurrent assets also include \$14.5 million in endowment investments; \$1.4 million or 10.5 percent more than in 2016. In 2016, endowment investments were \$13.2 million; \$0.9 million or 6.3 percent less than in 2015 and \$0.8 million less than in 2014. Endowment investments earned 14.6 percent in 2017 and - 1.5 percent in 2016.

The largest shares of the endowment are comprised of gifts from the Bernard Osher Foundation. The Osher Endowments are comprised of four donations that total \$7.0 million. The State and the System have added \$3.0 million in matching funds. The gifts support scholarships and emergency financial assistance for full-time matriculated associate degree students.

The Board of Trustees adopted an investment policy using a long-term investment strategy, and investment results are compared to a blended benchmark index that is a composite made up of 60 percent of the Morgan Stanley Capital International - All Country World Index (MSCI-ACWI); and 15 percent of the Bloomberg Barclays Capital US Aggregate Bond Index (BC Agg); 15 percent Bloomberg Barclays Intermediate US Government/Credit Bond Index; and 10 percent MSCI All Country World Small Cap Index. Endowment investments are pooled with the System's long-term investments and are allocated based upon a percentage of the total investment pool.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MANAGEMENT'S DISCUSSION AND ANALYSIS**

June 30, 2017

**Net Position**

MCCS's net position represents the value of its assets and deferred outflows of resources after subtracting its liabilities and deferred inflows of resources. Net investment in capital assets is the value of nonexpendable, capital assets after subtracting the related debt on facilities and equipment. Restricted net assets are assets owned by MCCS, but, by agreement with grantors or donors, the assets can only be used for purposes specified in grant or donor agreements. As such those assets are not available to meet the general obligations of operations. Unrestricted net assets are those assets, net of liabilities, which have accumulated over time, are free of restrictions and are expendable at the Trustees direction.

MCCS has designated unrestricted net position as follows (in millions):

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Funds committed to Other Post-Employment Benefits	\$ 13.4	\$ 13.1	\$ 12.6
Funds carried from prior years for programs	6.5	6.5	2.9
Funds committed to property, plant and equipment renewal	20.6	19.5	24.5
Funds set aside for debt service	-	2.2	1.7
Funds on deposit with bond trustee	1.1	.6	1.6
Unobligated net position	12.0	7.8	8.2
Proportionate share of the State's net pension liability	<u>(60.2)</u>	<u>(61.8)</u>	<u>(61.7)</u>
Total net position	<u>\$ (6.6)</u>	<u>\$ (12.1)</u>	<u>\$ (10.2)</u>

The narrative on costs and obligations of retirement plans notes that MCCS has appropriately combined its proportionate share of the UAAL administered by MainePERS, but that the System does not manage any aspect of the plan. The results of operations and impact of GASB 68 are as follows:

(in millions)	<u>2017</u>			<u>2016</u>		
	<u>Before UAAL</u>	<u>State's UAAL</u>	<u>MCCS</u>	<u>Before UAAL</u>	<u>State's UAAL</u>	<u>MCCS</u>
Current assets	\$ 62.4	\$ -	\$ 62.4	\$ 58.5	\$ -	\$ 58.5
Noncurrent assets	213.2	-	213.2	207.9	-	207.9
Deferred outflows-pension	<u>-</u>	<u>25.1</u>	<u>25.1</u>	<u>-</u>	<u>19.8</u>	<u>19.8</u>
Total assets and outflows	<u>\$275.6</u>	<u>\$ 25.1</u>	<u>\$300.7</u>	<u>\$266.4</u>	<u>\$ 19.8</u>	<u>\$286.2</u>
Current liabilities	\$ 15.0	\$ -	\$ 15.0	\$ 15.4	\$ -	\$ 15.4
Noncurrent liabilities	20.2	66.8	87.0	21.2	68.0	89.2
Deferred inflows	<u>.5</u>	<u>18.5</u>	<u>19.0</u>	<u>.6</u>	<u>13.6</u>	<u>14.2</u>
Total liabilities and inflows	<u>\$ 35.7</u>	<u>\$ 85.8</u>	<u>\$121.0</u>	<u>\$ 37.2</u>	<u>\$ 81.6</u>	<u>\$118.8</u>
Investment in capital assets	\$164.2	\$ -	\$164.2	\$158.1	\$ -	\$158.1
Net restricted position	22.1	-	22.1	21.4	-	21.4
Net unrestricted position	<u>53.6</u>	<u>(60.2)</u>	<u>(6.6)</u>	<u>49.7</u>	<u>(61.8)</u>	<u>(12.1)</u>
Total net position	<u>\$239.9</u>	<u>\$ (60.2)</u>	<u>\$179.7</u>	<u>\$229.8</u>	<u>\$ (61.8)</u>	<u>\$167.4</u>

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Statements of Net Position**

**June 30, 2017 and 2016**

**ASSETS**

	<u>2017</u>	<u>2016</u>
Current assets		
Cash and cash equivalents	\$ 13,707,418	\$ 15,057,068
Short-term investments	39,951,938	36,499,633
Accounts receivable, net	6,943,547	3,730,273
Pledges receivable	-	200,000
Inventories	15,121	1,082,547
Due from State of Maine	698,930	1,041,230
Other assets	<u>1,087,579</u>	<u>952,750</u>
Total current assets	<u>62,404,533</u>	<u>58,563,501</u>
Noncurrent assets		
Prepaid post-employment benefit	13,402,607	13,096,447
Deposit with bond trustee	1,090,935	658,711
Endowment investments	14,528,353	13,153,452
Capital assets, net	<u>184,132,998</u>	<u>180,948,572</u>
Total noncurrent assets	<u>213,154,893</u>	<u>207,857,182</u>
Total assets	<u>275,559,426</u>	<u>266,420,683</u>

**DEFERRED OUTFLOWS OF RESOURCES**

Defined benefit pension plan	<u>25,066,681</u>	<u>19,815,816</u>
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Total assets and deferred outflows of resources	<u>\$ 300,626,107</u>	<u>\$ 286,236,499</u>
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The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Statements of Revenues, Expenses and Changes in Net Position**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Revenues		
Operating revenues		
Student tuition and fees	\$ 40,886,582	\$ 40,624,414
Residential life fees	10,225,206	9,457,154
Less scholarship allowances	<u>(38,012,422)</u>	<u>(39,880,413)</u>
Net tuition and residential life fees	13,099,366	10,201,155
Federal grants and contracts - other	36,977,920	40,531,366
State and local grants and contracts	8,853,698	8,593,683
Nongovernmental grants and contracts	4,834,616	4,142,155
Sales and services of educational departments	771,390	728,141
Auxiliary enterprises	5,331,673	4,987,798
Other operating revenues	<u>1,637,891</u>	<u>1,639,456</u>
Total operating revenues	<u>71,506,554</u>	<u>70,823,754</u>
Expenses		
Operating expenses		
Instruction	49,548,583	52,499,144
Public service	850,663	579,123
Academic support	11,953,790	11,352,164
Student services	13,981,816	12,983,185
Institutional support	18,416,298	19,091,781
Operations and maintenance	13,643,085	13,697,456
Student aid	620,653	618,197
Auxiliary enterprises and residential life	10,275,717	9,194,395
Depreciation and amortization	<u>11,415,250</u>	<u>11,432,506</u>
Total operating expenses	<u>130,705,855</u>	<u>131,447,951</u>
Operating loss	(59,199,301)	(60,624,197)
Nonoperating revenues (expenses)		
State appropriations	61,958,536	58,369,518
Gifts	611,862	443,322
Investment income, net of investment expenses of \$135,707 in 2017 and \$94,177 in 2016	4,654,160	49,483
Interest on capital asset-related debt	<u>(762,415)</u>	<u>(1,212,471)</u>
Net nonoperating revenues	<u>66,462,143</u>	<u>57,649,852</u>
Income (loss) before other revenues, expenses, gains or losses	7,262,842	(2,974,345)

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The accompanying notes are an integral part of these financial statements.

## LIABILITIES

	<u>2017</u>	<u>2016</u>
Current liabilities		
Accounts payable	\$ 2,602,376	\$ 2,343,123
Accrued liabilities	9,198,150	8,513,485
Unearned revenue	2,370,333	2,264,431
Current portion of long-term debt	<u>841,563</u>	<u>2,340,488</u>
Total current liabilities	<u>15,012,422</u>	<u>15,461,527</u>
Long-term liabilities		
Long-term debt	20,214,157	21,179,847
Net pension liability	<u>66,740,128</u>	<u>68,006,887</u>
Total long-term liabilities	<u>86,954,285</u>	<u>89,186,734</u>
Total liabilities	<u>101,966,707</u>	<u>104,648,261</u>

## DEFERRED INFLOWS OF RESOURCES

Defined benefit pension plan	18,475,672	13,634,095
Deferred gain on bond refunding	<u>530,666</u>	<u>558,596</u>
Total deferred inflows of resources	<u>19,006,338</u>	<u>14,192,691</u>

## NET POSITION

Net investment in capital assets	164,168,213	158,086,948
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	11,846,901	11,846,341
Expendable:		
Scholarships and fellowships	8,502,244	7,650,277
Instructional department uses	1,679,370	1,813,251
Other	86,837	60,501
Unrestricted	<u>(6,630,503)</u>	<u>(12,061,771)</u>
Total net position	<u>179,653,062</u>	<u>167,395,547</u>
Total liabilities, deferred inflows of resources and net position	<u>\$ 300,626,107</u>	<u>\$ 286,236,499</u>

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Statements of Revenues, Expenses and Changes in Net Position (Concluded)**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Other revenues, (expenses), gains or (losses)		
Capital grants and gifts	\$ 2,683,123	\$ 499,399
Appropriation from State for grants and capital asset acquisition	2,613,047	5,875,418
Loss on disposals of capital assets - other	(16,870)	(72,709)
Additions to permanent endowments	560	8,040
Asset impairment loss	<u>(285,187)</u>	<u>(421,750)</u>
Total other revenues, (expenses), gains or (losses)	<u>4,994,673</u>	<u>5,888,398</u>
Increase in net position	12,257,515	2,914,053
Net position, beginning of year	<u>167,395,547</u>	<u>164,481,494</u>
Net position, end of year	<u>\$ 179,653,062</u>	<u>\$ 167,395,547</u>

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The accompanying notes are an integral part of these financial statements.



**MAINE COMMUNITY COLLEGE SYSTEM**  
**(A Component Unit of the State of Maine)**

**Statements of Cash Flows**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Cash flows from operating activities		
Receipts from tuition and residential life fees	\$ 13,071,818	\$ 9,772,734
Receipts from grants and contracts	47,641,534	53,237,386
Receipts from bookstore	5,240,438	4,972,942
Payments to suppliers and vendors	(26,137,889)	(27,383,182)
Payments for employees' salaries and benefits	(91,161,646)	(94,090,704)
Payments for funding of Other Post-Employment Benefit Trust	(2,090,345)	(2,187,091)
Other sales and services	760,241	862,592
Other receipts	<u>1,424,703</u>	<u>1,755,800</u>
Net cash used by operating activities	<u>(51,251,146)</u>	<u>(53,059,523)</u>
Cash flows from noncapital financing activities		
State appropriations and other state revenue	61,958,536	58,369,518
Gifts and grants received for other than capital purposes		
Nonoperating private gifts	<u>522,965</u>	<u>338,348</u>
Net cash provided by noncapital financing activities	<u>62,481,501</u>	<u>58,707,866</u>
Cash flows from capital and related financing activities		
Payments on long-term liabilities	(2,337,194)	(1,052,617)
Proceeds from state grants for capital asset acquisition	2,956,844	6,480,177
Capital grants and gifts received	2,772,436	1,765,999
Purchase of capital assets	(14,856,135)	(18,751,648)
Proceeds from sale of capital assets	18,286	489,008
(Increase) decrease in deposit with bond trustee	(432,224)	986,515
Interest paid on capital debt and lease	<u>(528,972)</u>	<u>(1,758,216)</u>
Net cash used by capital and related financing activities	<u>(12,406,959)</u>	<u>(11,840,782)</u>
Cash flows from investment activities		
Proceeds from sales and maturities of investments	126,759,316	13,473,210
Investments purchased	(128,212,759)	(14,763,974)
Interest and dividends	<u>1,280,397</u>	<u>1,332,583</u>
Net cash (used) provided by investing activities	<u>(173,046)</u>	<u>41,819</u>
Decrease in cash and cash equivalents	<u>(1,349,650)</u>	<u>(6,150,620)</u>
Cash and cash equivalents, beginning of year	<u>15,057,068</u>	<u>21,207,688</u>
Cash and cash equivalents, end of year	<u>\$ 13,707,418</u>	<u>\$ 15,057,068</u>

(Continued next page)

The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Statements of Cash Flows (Concluded)**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Reconciliation of operating loss to net cash used by operating activities		
Operating loss	\$ (59,199,301)	\$ (60,624,197)
Adjustments to reconcile operating loss to net cash used by operating activities		
Bad debts provision	258,951	679,056
Depreciation and amortization	11,415,250	11,432,506
Noncash pension (credit) expenses	(1,676,047)	45,439
Noncash donations of supplies	89,457	113,013
Decrease (increase) in		
Accounts receivable, net	(3,472,225)	(105,475)
Inventories	1,067,426	237,977
Due from State - other	(1,497)	(96,163)
Other assets	(134,829)	(5,386)
Prepaid post-employment benefits	(306,160)	(483,641)
Increase (decrease) in		
Accounts payable	306,056	(1,665,487)
Accrued liabilities, net of accrued interest on capital debt	295,871	(2,566,504)
Unearned revenue	105,902	(20,661)
	<u>\$ (51,251,146)</u>	<u>\$ (53,059,523)</u>
Net cash used by operating activities		
Supplemental disclosure of noncash capital and related financing activities		
Donated capital assets	<u>\$ 110,687</u>	<u>\$ 33,400</u>
Capital asset purchases recorded in accounts payable	<u>\$ 670,957</u>	<u>\$ 717,760</u>
Capital assets acquired under a note payable and capital leases	<u>\$ -</u>	<u>\$ 3,207,796</u>
Summary of noncash investing activities		
Net losses related to investments	<u>\$ 3,373,764</u>	<u>\$ 1,283,100</u>

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The accompanying notes are an integral part of these financial statements.

MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)

MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS  
(Component Units)

BALANCE SHEETS

June 30, 2017 and 2016

ASSETS

	<u>2017</u>	<u>2016</u>
Cash	\$ 5,924,481	\$ 6,501,886
Investments	13,146,839	9,574,790
Pledges receivable	2,307,456	1,945,355
Other assets	<u>1,025,482</u>	<u>954,501</u>
Total assets	<u>\$ 22,404,258</u>	<u>\$ 18,976,532</u>

LIABILITIES AND NET ASSETS

Accounts payable and accruals	\$ 919,473	\$ 752,404
Net assets		
Unrestricted	1,299,141	1,428,673
Temporarily restricted	12,326,712	10,164,425
Permanently restricted	<u>7,858,932</u>	<u>6,631,030</u>
Total net assets	<u>21,484,785</u>	<u>18,224,128</u>
Total liabilities and net assets	<u>\$ 22,404,258</u>	<u>\$ 18,976,532</u>

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The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM**  
(A Component Unit of the State of Maine)

**MAINE COMMUNITY COLLEGE EDUCATIONAL FOUNDATIONS**  
(Component Units)

**Statements of Activities**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>			<u>2016</u>	
	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>	<u>Total</u>
Revenues					
Gifts and contributions	\$ 710,462	\$ 4,939,402	\$ 1,238,131	\$ 6,887,995	\$ 4,917,034
Net investment gain	158,511	948,606	4,137	1,111,254	105,969
Other	<u>430,866</u>	<u>84,603</u>	<u>5,148</u>	<u>520,617</u>	<u>522,094</u>
	1,299,839	5,972,611	1,247,416	8,519,866	5,545,097
Net assets released from restrictions	<u>3,829,838</u>	<u>(3,829,124)</u>	<u>(714)</u>	<u>-</u>	<u>-</u>
Total revenues, gains, and other support	5,129,677	2,143,487	1,246,702	8,519,866	5,545,097
Expenses					
Program expenses					
Scholarships	819,122	-	-	819,122	750,985
Support	3,463,701	-	-	3,463,701	1,844,499
Fundraising	362,347	-	-	362,347	436,588
Management and general	614,039	-	-	614,039	664,733
Investment expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>21,627</u>
Total expenses	<u>5,259,209</u>	<u>-</u>	<u>-</u>	<u>5,259,209</u>	<u>3,718,432</u>
Changes in net assets before changes in donor intent	(129,532)	2,143,487	1,246,702	3,260,657	1,826,665
Changes in donor intent	<u>-</u>	<u>18,800</u>	<u>(18,800)</u>	<u>-</u>	<u>-</u>
(Decrease) increase in net assets	(129,532)	2,162,287	1,227,902	3,260,657	1,826,665
Net assets, beginning of year	<u>1,428,673</u>	<u>10,164,425</u>	<u>6,631,030</u>	<u>18,224,128</u>	<u>16,397,463</u>
Net assets, end of year	<u>\$ 1,299,141</u>	<u>\$ 12,326,712</u>	<u>\$ 7,858,932</u>	<u>\$ 21,484,785</u>	<u>\$ 18,224,128</u>

The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST**

**Statements of Fiduciary Net Position**

**June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Assets		
Cash	\$ 120,367	\$ 101,429
Investments	<u>36,552,442</u>	<u>31,414,615</u>
Total assets	<u>36,672,809</u>	<u>31,516,044</u>
Net position held in trust for benefits	<u>\$ 36,672,809</u>	<u>\$ 31,516,044</u>

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The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST**

**Statements of Changes in Fiduciary Net Position**

**Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
<b>Additions</b>		
Interest income	\$ 24	\$ 15
Employer contributions	2,090,345	2,187,091
Investment income (loss), net of investment expense of \$102,893 in 2017 and \$59,344 in 2016	<u>4,769,419</u>	<u>(401,850)</u>
Total additions	<b>6,859,788</b>	1,785,256
<b>Deductions</b>		
Benefits	1,647,873	1,657,921
Administrative expenses	<u>55,150</u>	<u>50,175</u>
Total deductions	<u>1,703,023</u>	<u>1,708,096</u>
Net increase	5,156,765	77,160
Net position held in trust for benefits, beginning of year	<u>31,516,044</u>	<u>31,438,884</u>
Net position held in trust for benefits, end of year	<u>\$ 36,672,809</u>	<u>\$ 31,516,044</u>

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The accompanying notes are an integral part of these financial statements.

**MAINE COMMUNITY COLLEGE SYSTEM**  
**(A Component Unit of the State of Maine)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

**1. Summary of Significant Accounting Policies**

The significant accounting policies followed by the Maine Community College System (the System) are set forth below:

**Basis of Presentation**

The System is Maine's comprehensive two-year college system and offers certificate, diploma, and associate degree programs. The financial statements of the System include the activity of its seven colleges, the central administrative office and its Center for Career Development (the CCD), which directed system-wide programs and supports other strategic projects and initiatives for the System through June 30, 2016. At that time, the System merged CCD's activities and programs into the System's central office.

The System is included in the combined financial statements of the State of Maine (the State) as a discretely-presented component unit. This financial reporting is based primarily on the State's appointment of the System Board of Trustees, the level of revenues derived from state appropriations and the ability of the State to influence the operational decisions of the System.

The accompanying financial statements have been prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting. In accordance with GASB Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements*, the System follows all applicable GASB pronouncements.

The following elements are included with these general purpose financial statements:

- Management's Discussion and Analysis (as required supplementary information);
- Basic financial statements, which include the Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position and Statements of Cash Flows; and
- Notes to the Financial Statements.

The System follows the "business-type activities" (BTA) requirements of GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*. BTAs are defined as those that are financed in whole or in part by fees charged to external parties for goods or services.

The financial statements are reported on a consolidated basis and the System classified resources into the following net position categories:

- **Net investment in capital assets** - Capital assets, at historical cost or fair market value on the date of gift and deposit with bond trustee, net of accumulated depreciation; reduced by outstanding principal balances of debt; increased by deferred outflows of resources and decreased by deferred inflows of resources attributable to the acquisition, construction or improvement of those assets.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

- **Restricted nonexpendable** - Net position subject to externally-imposed stipulations that is invested permanently by the System. The amount is affected by new nonexpendable gifts.
- **Restricted expendable** - Net position whose use by the System is subject to externally-imposed stipulations. Such assets include the accumulated net gains/losses on true endowment funds as well as the fair market value of restricted funds functioning as endowments, restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.
- **Unrestricted** - Net position that is not subject to externally-imposed stipulations.

The System determines on a case-by-case basis whether to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available. However, the System generally encourages the use of restricted resources first.

**Reporting Entity**

The financial reporting entity consists of the primary government (the System), its component units, which consist of the seven Foundations of the System's Colleges (the Foundations), and the Maine Community College System Post-Employment Benefit Trust (the Trust).

The Trust is a separate legal entity established in 2009 to accumulate funds to pay, at least in part, the System's obligations under the post-employment healthcare plan. See Note 12 for more information.

The Foundations are legally separate, tax-exempt component units of the System. The Foundations act primarily as fundraising organizations to supplement the resources that are available to the System by raising money for endowed scholarships, technology, and teaching resources. The Foundations are self-perpetuating and their donors consist of graduates and friends of the Colleges. Although the System does not control the timing or amount of receipts from the Foundations, the majority of resources, or income thereon, that the Foundations hold and invest are restricted to the activities of the System by the donors. Because these resources held by the Foundations can only be used by, or for the benefit of, the System, the Foundations are considered component units of the System. The Foundations are reported in separate financial statements.

The Foundations are private not-for-profit organizations that report their financial results in accordance with private, non-governmental accounting standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the College's financial reporting entity for these differences. Significant note disclosures to the Foundations' financial statements have been incorporated into the System's notes to the financial statements in Note 11.



**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Cash Equivalents**

Cash equivalents are carried at cost, which approximates fair value, and consist principally of money market funds and other pooled funds with maturities of three months or less at the date of purchase.

**Investments**

Investments are reported at fair value based on quoted market prices. Realized gains and losses are calculated on a specific identification basis.

The System invests in various investment securities. Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and that such change could materially affect the amounts reported in the financial statements.

**Pledges Receivable**

Pledges receivable represent irrevocable donations promised by other entities or individuals that meet certain eligibility requirements, net of an estimate of uncollectible amounts. Pledges receivable are shown at their face amount and are not discounted. The allowance for uncollectible amounts is an estimate subject to change. An allowance is established based on the current status of pledges and past experience. As of June 30, 2017 and 2016, management has determined that an allowance is not warranted.

**Endowment Investments**

Endowment funds consist of funds received from donors with the stipulation that the original principal remain invested in perpetuity to produce income which is to be expended for the purposes specified by the donor. All endowments have been established for the purpose of granting scholarships to students.

Individual endowment funds are invested on a pooled basis. Total endowment investment yield received for the year is distributed to fund accounts, in accordance with the terms or restrictions of the individual fund.

**Accounts Receivable**

Accounts receivable consist principally of tuition receivable from students and third-party payors and various state and federal grants.

Student accounts receivable are carried at the unpaid balance of the original amount billed to students. Student accounts receivable are net of an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

by identifying troubled accounts and by using historical experience applied to an aging of accounts. Student accounts are written off when deemed uncollectible. Recoveries of student accounts previously written off are recorded when received.

A student account receivable is generally considered to be past-due if any portion of the receivable balance is outstanding at the beginning of a semester, at which point late charges may be assessed and are recognized when charged. Interest is not charged on past-due accounts.

**Inventories**

Inventories are valued at the lower of cost (first-in, first-out) or market and consist primarily of bookstore and food inventories.

**Prepaid Post-Employment Benefit**

Prepaid post-employment benefits consist of contributions made to the Maine Community College System Post-Employment Benefit Trust in excess of the actuarially-determined annual cost.

**Capital Assets**

Capital assets funds, derived from appropriations and the System funds so designated by the Board of Trustees, may be used to meet expenditures for construction of additional facilities, major renovations and retirement of indebtedness arising therefrom. Designated funds are unrestricted funds for which the Board of Trustees or administration stipulates a specific use, thereby designating them for that purpose. However, the Board of Trustees may at any time redesignate the funds for other use. Total designated capital asset funds included in unrestricted net assets amounted to \$20,641,756 and \$19,490,007 at June 30, 2017 and 2016, respectively.

Land, buildings, equipment and fixtures are stated at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. Expenditures for maintenance, repairs and assets with a cost of under \$1,500 are expensed as incurred. Upon sale or retirement of an asset, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is included in the statement of revenues, expenses and changes in net position. Assets are depreciated on a straight-line basis according to the following estimated useful lives:

Buildings	40 years
Improvements	10 years
Furniture and equipment	3 - 10 years
Library books and periodicals	5 years

Assets under capital leases are depreciated using the shorter of the above useful lives or the term of the lease.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Defined Benefit Plan**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Employee and Teacher Retirement Plan (the SET Plan) and additions to/deductions from the SET Plan's fiduciary net position have been determined on the same basis as they are reported by the SET Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**Compensated Absences**

The System accrues amounts for compensated absences as earned. As of June 30, 2017 and 2016, the System had accrued \$2,420,400 and \$2,252,550, respectively. These accrued balances represent vacation and earned time amounts payable to employees upon termination of employment.

**Revenue Recognition**

Tuition and fees revenues are recognized when the services are performed. Unrestricted gifts of securities and other noncash assets are recognized as revenue based on the fair value at the date of donation; restricted grants and gifts are recognized as revenue based on the fair value when eligibility requirements have been met; state appropriations are recognized in the year the state appropriates the funds.

Unearned revenue consists primarily of unrestricted tuition and student fees related to future fiscal years.

Investment income consists of interest and dividend income recognized on the accrual method, as well as realized and unrealized gains or losses on investments.

Auxiliary enterprises furnish goods or services to students, faculty or staff, and charge a fee directly related to the cost of the goods or services. Revenues from auxiliary enterprises are primarily earned from college stores and are recognized as the services are performed or the goods are delivered.

**Operating Revenues and Expenses**

Operating revenues consist of tuition and fees; federal, state and other grants and contracts; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, short-term investment income, interest expense and capital additions and deductions. Capital

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**Notes to Financial Statements**

**June 30, 2017 and 2016**

items represent all other changes in long-term plant and endowment net assets. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended for expenditure driven grants or, in the case of fixed-price contracts, when the contract terms are met or completed.

**Tax Status**

The System is exempt from income taxes because it is an instrumentality of the State of Maine. The Foundations are exempt from income taxes because they are each 501(c)(3) organizations. The Trust is exempt from income taxes by virtue of the exempt status of the System.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2017 and 2016.

**Agency Funds**

Agency funds are cash held by an institution acting as custodian or fiscal agent, but not assets or liabilities of the institution. The cash is deposited with the institution for safekeeping, to be used or withdrawn by the depositor at will. As of June 30, 2017 and 2016, the System held assets totaling \$1,477,443 and \$1,290,375, respectively, consisting primarily of Student Union Activity Funds, which are not reflected on the accompanying statements of net position.

**Risk Management**

The System is exposed to various risks of loss from torts; theft of, damage to, and destruction of assets; business interruption; errors and omissions; employee injuries and illnesses; natural disasters; and employee health, dental and accident benefits. Commercial insurance coverage is purchased for claims arising from such matters. Settled claims have not exceeded this commercial coverage in any of the three preceding years.

**Use of Estimates**

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities, as well as the reported amounts of revenues and expenses. These estimates include, but are not limited to, the valuation of accounts and pledges receivable and the actuarial assumptions used in determining the post-employment benefit expense and related asset balance. Actual results could differ from those estimates.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**New Accounting Pronouncements Not Yet Effective**

In June 2015, GASB issued Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions*. This statement establishes new accounting and financial reporting requirements for governmental entities whose employees are provided with other post-employment benefits (OPEB). In general, the provisions relating to reporting OPEB liabilities are effective for years beginning after June 15, 2017. Management has evaluated the impact this Statement will have on the System's financial statements and estimates it will reduce beginning net position upon adoption by approximately \$25.7 million.

In June 2017, GASB issued Statement No. 87, *Leases*. This statement is effective for financial periods beginning after December 15, 2019, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

**2. Cash and Cash Equivalents**

The carrying amounts, which represent both cost and fair value, of cash and cash equivalents for the System at June 30, 2017 and 2016 are presented below:

	<u>2017</u>	<u>2016</u>
Cash in bank	\$ 16,235,187	\$ 8,128,506
Outstanding checks	(3,710,293)	(1,654,645)
State Treasurer's Cash Pool	<u>1,182,524</u>	<u>8,583,207</u>
	<u>\$ 13,707,418</u>	<u>\$15,057,068</u>

The bank account balances are covered by depository insurance up to \$250,000 at June 30, 2017 and 2016. The cash in bank in excess of depository insurance is collateralized by a stand-by letter of credit with the Federal Home Loan Bank. The System has established internal procedures to monitor credit risk relating to deposits in financial institutions.

The State Treasurer's Cash Pool (the Pool), established by the Maine State Treasurer, is not rated by a nationally recognized statistical rating organization. However, the Pool is limited by State law to invest in obligations of the U.S. Treasury and its agencies and instrumentalities that mature within 36 months; repurchase agreements that are secured by obligations of the U.S. Government and its agencies and instrumentalities and mature within 12 months; prime commercial paper; tax-exempt municipal obligations rated no less than AA; corporate bonds rated AAA; money market funds; bankers' acceptances not exceeding 180 days; and time certificates of deposit not exceeding two years.

The System's management considers this investment to be a money market instrument and carries the amounts at cost, which approximates fair value.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**3. Investments**

The fair value of investments for the System at June 30, 2017 and 2016 is as follows:

	<u>2017</u>	<u>2016</u>
Management account investments		
Mutual funds		
Fixed-income	\$ -	\$22,859,153
Equity	-	25,119,515
Currency hedge	-	1,389,559
Investments at net asset value		
Fixed-income	<b>28,165,605</b>	-
Equity	<b>26,310,549</b>	-
Money market funds	<u>-</u>	<u>281,110</u>
Total management account investments	<b>54,476,154</b>	49,649,337
Other investments	<u>4,137</u>	<u>3,748</u>
Total investment balance	<b><u>\$ 54,480,291</u></b>	<b><u>\$49,653,085</u></b>

The System's investments are reported in the financial statements at June 30, 2017 and 2016 as follows, based on the portfolios underlying the mutual fund investments:

	<u>2017</u>	<u>2016</u>
Short-term investments	\$ <b>39,951,938</b>	\$36,499,633
Endowment investments	<u>14,528,353</u>	<u>13,153,452</u>
	<b><u>\$ 54,480,291</u></b>	<b><u>\$49,653,085</u></b>

**Interest Rate Risk**

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

**Credit Risk**

The System limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the System may invest are investment grade as rated by a nationally recognized statistical rating organization (NRSRO). The System further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolios to ensure the System limits its credit risk.

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**Notes to Financial Statements**

**June 30, 2017 and 2016**

A summary of fixed-income investments and their related interest rate and credit risks as of June 30, 2017 and 2016 are as follows:

<u>Rating</u>	<u>2017</u>		<u>2016</u>	
	<u>Amount</u>	<u>Maturity</u>	<u>Amount</u>	<u>Maturity</u>
AAA	\$ 3,625,457	5.6 years	\$ 2,929,386	8.8 years
AA	10,923,865	1.2 years	9,658,168	8.0 years
A	13,616,283	7.2 years	2,996,954	6.4 years
BBB	-		315,044	7.4 years
BB	-		6,959,601	4.9 years
	<u>\$ 28,165,605</u>		<u>\$ 22,859,153</u>	

The ratings and maturities are the weighted averages of the debt securities in which the funds invest.

**Concentration of Credit Risk**

The System has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. Also, within the individual funds, the net credit exposure to any single issuer will not represent more than 5% of the fund with the exception of U.S. Treasuries and Agencies and investment grade OECD member countries and their instrumentalities. As of June 30, 2017 and 2016, individual investments representing more than 5% of the System's investments were as follows:

	<u>Percentage of Investments</u>	
	<u>2017</u>	<u>2016</u>
Wellington Trust Co. (WTC)-Common Trust Funds (CTF) Treasury Inflation Protected	7	- %
WTC-CTF Ultra Short Duration	20	-
WTC-CTF Intermediate Bond	21	-
Doubleline Total Return	-	6
Harbor High Yield	-	6
Vanguard Total Bond Markets Fund	-	19
Vanguard Inflation Protected Fund	-	6
Vanguard Intermediate Term Investment Grade Fund	-	6

\* Fund was less than 5%.

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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**Custodial Credit Risk**

All of the System's investments are held with a third-party custodian in the System's name.

**Fair Value Measurement**

GASB Statement No. 72 defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GASB No. 72 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

**Level 1:** Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

**Level 2:** Significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

**Level 3:** Significant unobservable inputs that reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

At June 30, 2017 certain investments were measured at Net Asset Value (NAV), which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

Assets measured at fair value on a recurring basis are summarized below:

	Fair Value Measurements at June 30, 2017, Using:			
	Total	Level 1	Level 2	Level 3
Investments				
Cash and short-term investments	\$ 4,137	\$ <u>4,137</u>	\$ _____	\$ _____
Investments at net asset value				
Equity mutual funds	26,310,549			
Fixed-income mutual funds	<u>28,165,605</u>			
	<u>\$ 54,480,291</u>			



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	<u>Fair Value Measurements at June 30, 2016, Using:</u>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
<b>Investments</b>				
Cash and short-term investments	\$ 1,674,417	\$ 1,674,417	\$ -	\$ -
Equity mutual funds	25,119,515	25,119,515	-	-
Fixed-income mutual funds	<u>22,859,153</u>	<u>22,859,153</u>	-	-
	<u>\$ 49,653,085</u>	<u>\$ 49,653,085</u>	<u>\$ -</u>	<u>\$ -</u>

Assets measured at net asset value are as follows:

	<u>June 30, 2017</u>		
	<u>Fair Value</u>	<u>Redemption Frequency</u>	<u>Redemption Notice Period</u>
<b>Equity mutual funds:</b>			
CTF Enduring Assets (a)	<b>\$ 5,731,234</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
CTF Global Quality Growth (b)	<b>1,755,084</b>	<b>Daily</b>	<b>On redemption date 22nd calendar day of previous month</b>
CTF Global Opportunities (c)	<b>16,267,311</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
CTF Global Perspective (d)	<b>1,702,656</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
CTF Opportunistic Equity (e)	<b>854,264</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
<b>Fixed-income mutual funds:</b>			
CTF Core Bond Plus (f)	<b>2,306,889</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
CTF Intermediate Bond (g)	<b>11,309,393</b>	<b>Monthly</b>	<b>22nd calendar day of previous month</b>
CTF Treasury Inflation Protected (h)	<b>3,625,457</b>	<b>Daily</b>	<b>On redemption date</b>
CTF Ultra Short Duration (i)	<b>10,923,866</b>	<b>Daily</b>	<b>On redemption date</b>

(a) This fund invests in companies with long-lived physical assets that exhibit low levels of earnings volatility and is managed on a total return basis.

(b) This fund invests in high quality growth companies to provide long-term total returns above the Morgan Stanley Capital International (MSCI) Index and is managed on a total return basis.

(c) This fund invests primarily in common stock to provide long-term total return in excess of the MSCI All Country World Index and is managed on a total return basis.

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- (d) This fund invests primarily in common stock to provide long-term total return in excess of the MSCI World Small Cap Index over full market cycles and it managed on a total return basis.
- (e) This fund invests in securities with both long and short positions, uses an unconstrained, non-benchmark oriented approach, and is managed on a total return basis.
- (f) This fund invests in U.S. Government and Agency securities, mortgage securities, municipal securities, and other similar assets to provide long-term total return in excess of the U.S. bond market represented by the Barclays Aggregate Bond Index. The fund also purchases debt obligations meeting similar risk and is managed on a total return basis.
- (g) This fund invests in investment-grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term return in excess of the Barclays Capital Intermediate Government/Credit Bond Index and is managed on a total return basis.
- (h) This fund invests primarily in U.S. Treasury inflation protected securities, including inflation-indexed bonds issued by U.S. agencies, U.S. government instrumentalities, and government agency nominal securities to provide inflation and long-term total return in excess of the Barclays Capital U.S. 1-10 Year TIPS Index. It is managed on a total return basis.
- (i) This fund invests in investment grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term total return in excess of the Barclays Capital 9-12 Month Treasury Index while maintaining liquidity and preserving capital. It is managed on a total return basis.

**4. Receivables**

**Accounts Receivable**

Accounts receivable at June 30, 2017 and 2016 consisted of the following:

	<u>2017</u>	<u>2016</u>
Grants and contracts	\$ 5,061,077	\$ 2,037,874
Student and general	3,027,171	2,798,780
Allowance for doubtful accounts	<u>(1,144,701)</u>	<u>(1,106,381)</u>
 Total accounts receivable, net	 <u>\$ 6,943,547</u>	 <u>\$ 3,730,273</u>

**Pledges Receivable**

The System had no pledge receivable at June 30, 2017. The System had a \$200,000 pledge receivable at June 30, 2016 which was collected in fiscal year 2017.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

**5. Capital Assets**

Capital assets activity for the year ended June 30, 2017 is summarized as follows:

	Balance <u>July 1, 2016</u>	Additions	Retirements/ Reductions/ Adjustments	Balance <u>June 30, 2017</u>
Land	\$ 3,682,337	\$ -	\$ -	\$ 3,682,337
Buildings	141,310,498	7,298,101	352,000	148,256,599
Improvements	103,852,818	3,653,587	33,842	107,472,563
Furniture and equipment	64,671,251	3,840,462	659,418	67,852,295
Library books and periodicals	4,777,598	91,904	882,888	3,986,614
Construction in process	<u>10,542,708</u>	<u>9,018,473</u>	<u>8,985,647</u>	<u>10,575,534</u>
	328,837,210	23,902,527	10,913,795	341,825,942
Less accumulated depreciation	<u>(147,888,638)</u>	<u>(11,415,250)</u>	<u>(1,610,944)</u>	<u>(157,692,944)</u>
Capital assets, net	<u>\$ 180,948,572</u>	<u>\$ 12,487,277</u>	<u>\$ 9,302,851</u>	<u>\$ 184,132,998</u>

Capital assets activity for the year ended June 30, 2016 is summarized as follows:

	Balance <u>July 1, 2015</u>	Additions	Retirements/ Reductions	Balance <u>June 30, 2016</u>
Land	\$ 3,682,337	\$ -	\$ -	\$ 3,682,337
Buildings	141,660,190	150,308	500,000	141,310,498
Improvements	88,034,216	16,185,792	367,190	103,852,818
Furniture and equipment	63,941,721	4,129,915	3,400,385	64,671,251
Library books and periodicals	4,673,875	102,402	(1,321)	4,777,598
Construction in process	<u>12,710,075</u>	<u>4,707,900</u>	<u>6,875,267</u>	<u>10,542,708</u>
	314,702,414	25,276,317	11,141,521	328,837,210
Less accumulated depreciation	<u>(139,177,392)</u>	<u>(11,432,506)</u>	<u>(2,721,260)</u>	<u>(147,888,638)</u>
Capital assets, net	<u>\$ 175,525,022</u>	<u>\$ 13,843,811</u>	<u>\$ 8,420,261</u>	<u>\$ 180,948,572</u>

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**6. Long-Term Debt**

Long-term debt activity for the year ended June 30, 2017 is summarized as follows:

	<b>2017</b>					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Amortization</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes payable	\$21,284,118	\$ -	\$ 128,184	\$ 127,421	\$ 21,028,513	\$ 828,138
Capital leases	<u>2,236,217</u>	<u>-</u>	<u>2,209,010</u>	<u>-</u>	<u>27,207</u>	<u>13,425</u>
	<u>\$23,520,335</u>	<u>\$ -</u>	<u>\$2,337,194</u>	<u>\$ 127,421</u>	<u>\$ 21,055,720</u>	<u>\$ 841,563</u>

Long-term debt activity for the year ended June 30, 2016 is summarized as follows:

	<b>2016</b>					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Accretion</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes payable	\$22,886,145	\$ -	\$1,574,777	\$ 27,250	\$21,284,118	\$ 131,476
Capital leases	<u>2,272,653</u>	<u>-</u>	<u>36,436</u>	<u>-</u>	<u>2,236,217</u>	<u>2,209,012</u>
	<u>\$25,158,798</u>	<u>\$ -</u>	<u>\$1,611,213</u>	<u>\$ 27,250</u>	<u>\$23,520,335</u>	<u>\$ 2,340,488</u>

Notes payable consist of the following at June 30, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Notes payable to Maine Health and Higher Educational Facilities Authority (MHHEFA) in conjunction with revenue bonds: Series 2016A (including original issue premium of \$2,548,412) which bears interest at rates ranging from 3.0% to 5.0%; annual principal payments due in amounts ranging from \$695,000 in fiscal 2018 to \$1,470,000 in fiscal 2035 when note is repaid in full.	<b>\$ 19,903,291</b>	\$ 20,030,712
Note payable to Town of Fairfield: Bearing interest at 3%; monthly principal and interest payments of \$7,764 to 2030 and a final payment of \$3,914 when the note is repaid in full. The note is collateralized by a building.	<b>988,803</b>	1,051,291
Note payable to Aramark: Bearing interest at 2.5%; monthly principal and interest payments of \$5,833 until maturity in fiscal 2019.	<u><b>136,419</b></u>	<u>202,115</u>
	<u><b>\$ 21,028,513</b></u>	<u><b>\$ 21,284,118</b></u>

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In September of 2006, the System issued notes with a par value of \$24,340,000 through MHHEFA with an average annual interest rate of 4.7 percent and a final maturity in July 2036. The purpose of the proceeds was to fund a major expansion project at three of the college campuses. MHHEFA required \$1,717,827 of the proceeds to be transferred to a debt reserve fund that is retained by MHHEFA in an interest-bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2036. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the System's balance sheet. The bonds were issued at a premium of \$817,470 and \$27,250 of the premium was amortized in fiscal 2016 as a reduction to capitalized interest. These revenue bonds were paid off with a refunding in June 2016 with MHHEFA.

In June of 2016, the System issued revenue bonds with a par value of \$19,010,000 through MHHEFA with an average annual interest rate of 4.1 percent and a final maturity in July 2035. MHHEFA requires that \$1,527,700 of the bond proceeds be transferred to a debt reserve fund. The amount transferred to the debt reserve fund is retained by MHHEFA in an interest bearing account and will be used by MHHEFA to make the final payment of principal and interest in 2035. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the System's balance sheet. The bonds were issued at a premium of \$2,548,412. This Revenue Bond was used to refund the MHHEFA Bond 2006F originally issued in September 2007.

The notes are collateralized by the gross receipts of the System. The System is required to make monthly deposits of principal and interest of amounts sufficient to make the semi-annual interest payments and annual principal payments and to maintain a ratio of income available for debt service to annual debt service of at least 1.20 for each fiscal year. At June 30, 2017, the System met the debt service ratio.

At June 30, 2017, future payments in conjunction with the notes payable to MHHEFA related to the Series 2016A revenue bonds, Town of Fairfield and Aramark are as follows for the years ending June 30:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2018	\$ 826,747	\$ 835,101	\$ 1,661,848
2019	870,409	796,239	1,666,648
2020	833,365	757,007	1,590,372
2021	880,445	716,953	1,597,398
2022	922,587	674,285	1,596,872
2023 - 2027	5,217,428	2,700,484	7,917,912
2028 - 2032	6,109,242	1,447,723	7,556,965
2033 - 2035	<u>2,947,300</u>	<u>226,675</u>	<u>3,173,975</u>
Total payments	18,607,523	<u>\$ 8,154,467</u>	<u>\$ 26,761,990</u>
Unamortized premium	<u>2,420,990</u>		
Total	<u>\$ 21,028,513</u>		

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On January 1, 1997, the System executed and delivered Certificates of Participation in the amount of \$5,280,000 to finance the construction of buildings and infrastructure and the acquisition of equipment at one of the colleges, York County Community College. This transaction was accounted for as a capital lease. The final certificate matured on January 1, 2017. The interest component was payable semi-annually through fiscal 2017. The certificates required an amount of \$450,000 to be held on deposit with the bond trustee to cover a portion of the final principal payment. The total held, including income earned, was \$519,340, which is classified as deposit with bond trustee at June 30, 2016. There is no outstanding balance as of June 30, 2017. The balance of this capital lease at June 30, 2016 was \$2,180,000.

The assets acquired under this lease have a net book value of approximately \$2.7 million and \$2.9 million at June 30, 2017 and 2016, respectively. The assets are included in buildings as part of capital assets and depreciation is included in depreciation expense.

The System has other capital leases totaling \$27,207 and \$56,217 at June 30, 2017 and 2016, respectively.

At June 30, 2017, future minimum payments under noncancelable capital lease obligations are as follows for the years ending June 30:

2018	\$ 13,425
2019	<u>13,782</u>
Total minimum lease payments	27,207
Less amounts representing interest	<u>1,091</u>
Present value of net minimum lease payments under capital leases	\$ <u><u>26,116</u></u>

**7. Retirement Plans**

**Defined Benefit Plan**

The System participates in the SET Plan, a multiple-employer cost sharing plan administered by the Maine Public Employees Retirement System (the MainePERS). The MainePERS provides pension benefits to its members, which include employees of the State, certain public school employees and employees of local municipalities and other public entities in Maine. There are 240 employers in the SET Plan. All state employees and teachers become members of the SET Plan as a condition of their employment.

The MainePERS is established and administered under the Maine State Retirement System Laws, Title 5 M.R.S.A., C.421, 423, and 425. The MainePERS issues a publicly available financial report that includes financial statements and required supplementary information for the SET Plan. That report is available online at [www.mainebers.org](http://www.mainebers.org) or may be obtained by writing to the Maine Public Employees Retirement System, 46 State House Station, Augusta, Maine 04333-0046.

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The SET Plan provides defined retirement benefits based on members' average final compensation and creditable service. Vesting occurs upon the earning of five years of service credit or the earning of one year of service credit immediately preceding retirement at or after normal retirement age (prior to October 1, 1999, the service credit requirement is ten years); normal retirement age for the SET Plan is age 60, 62, or 65. The normal retirement age is determined by whether a member had met certain creditable service requirements on specific dates, as established by Maine statute.

Upon termination of membership, members' accumulated employee contributions are refundable with interest, credited in accordance with statute. Withdrawal of accumulated contributions results in forfeiture of all benefits. The annual rate of interest credited to members' accounts is set by the MainePERS Board of Trustees and is currently 5.0%.

**Contributions**

Retirement benefits are funded by contributions from members and employers and by earnings on investments. Disability and death benefits are funded by employer normal cost and by earnings on investments. In accordance with Maine statute, members are required to contribute 7.65% of their earnable compensation to the Plan. The System is required to contribute at an actuarially-determined rate (22.69% of annual payroll for fiscal year 2017 and 22.37% for fiscal year 2016) that, when combined with the contributions of other reporting entities, will be adequate to fund the Plan.

The contribution rate is determined using an entry-age normal actuarial funding method for retirement benefits and a term-cost method for ancillary benefits. The System may be required to make contributions to fund the Plan's pooled unfunded actuarial liability, if any. The contribution requirements of the SET Plan members and the System are established by and may be amended by the State legislature.

Total System and employee contributions (which equal the actuarially-required contributions) to the SET Plan are as follows:

	<u>2017</u>	<u>2016</u>	<u>2015</u>
System	\$ <b>6,862,506</b>	\$ 7,367,698	\$ 8,328,072
Employee	<u>2,271,176</u>	<u>2,189,833</u>	<u>2,074,818</u>
Total	<u>\$ <b>9,133,682</b></u>	<u>\$ 9,557,531</u>	<u>\$10,402,890</u>

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***Pension Liabilities, Pension Expense, and Deferred Outflows and Inflows of Resources Related to the Pension Plan***

At June 30, 2017 and 2016, the System reported a liability for its proportionate share of the net pension liability of the SET Plan. At June 30, 2017 and 2016, the net pension liability was measured as of June 30, 2016 and 2015, respectively, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of those dates. The System's proportionate share of the net position liability was based on a projection of the System's long-term share of contributions to the SET Plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2016, the System's proportion was 4.97%, which was an decrease of 1.67% from its proportion measured as of June 30, 2015.

For the years ended June 30, 2017 and 2016, the System recognized pension expense of \$5,185,834 and \$7,411,909, respectively. At June 30, 2017, the System reported deferred outflows of resources and deferred inflows of resources related to the pension plan from the following sources:

	<u>2017</u>		<u>2016</u>	
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 1,002,423	\$ 567,829	\$ -	\$ 1,829,830
Changes in assumptions	3,263,237	-	1,240,702	-
Net difference between projected and actual earnings on pension plan investments	13,855,424	5,771,217	9,415,268	11,567,957
Changes in proportion and differences between System contributions and proportionate share of contributions	83,091	12,136,626	1,792,148	236,308
System contributions subsequent to the measurement date	<u>6,862,506</u>	<u>-</u>	<u>7,367,698</u>	<u>-</u>
	<u>\$25,066,681</u>	<u>\$18,475,672</u>	<u>\$19,815,816</u>	<u>\$13,634,095</u>

The deferred outflows of resources resulting from the System's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the pension plan will be recognized as a reduction of pension expense as follows for the years ending June 30:

2018	\$ (3,444,747)
2019	(2,873,729)
2020	3,904,224
2021	2,142,755



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***Actuarial Methods and Assumptions***

The total pension liability in the June 30, 2016 actuarial valuation was determined using the following methods and assumptions, applied to all periods included in the measurement:

*Actuarial Cost Method* - The Entry Age Normal actuarial funding method is used to determine costs. Under this funding method, the total employer contribution rate consists of two elements, the normal cost rate and the unfunded actuarial liability rate.

The individual entry age normal method is used to determine liabilities. Under the individual entry age normal method, a normal cost rate is calculated for each member. This rate is determined by taking the value, as of age at entry into the plan, of the member's projected future benefits, and dividing it by the value, also as of the member's entry age, of his/her expected future salary.

The normal cost for each member is the product of his/her pay and his/her normal cost rate. The normal cost for the group is the sum of the normal costs for all members. Experience gains and losses (i.e., decreases or increases in liabilities and/or in assets when actual experience differs from the actuarial assumptions) affect the unfunded actuarial-accrued liability.

*Asset Valuation Method* - The actuarial valuation employs a technique for determining the actuarial value of assets which dampens the swing in the market value. The specific technique adopted in this valuation recognizes in a given year one-third of the investment return that is different from the actuarial assumption for investment return.

*Amortization* - The net pension liability is amortized on a level percentage of payroll over the amortization period then in effect under Maine statutory and constitutional requirements.

Significant actuarial assumptions employed by the actuary for funding purposes as of June 30, 2016 and 2015 are as follows:

*Investment Rate of Return* - 6.875% and 7.125% per annum for the year ended June 30, 2016 and 2015, respectively, compounded annually.

*Salary Increases, Merit and Inflation* - 2.75% to 8.75% per year.

*Mortality Rates* - For active members and non-disabled retirees, the RP-2000 Tables projected forward to 2016 using Scale AA are used, set back two years for 2016 and the RP2014 Total Dataset Healthy Annuitant Mortality Table is used for 2017.

*Cost of Living Benefit Increases* - 2.20% per annum.

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The long-term expected rate of return on pension plan assets was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major class of assets. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of June 30, 2016 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
U.S. equities	20 %	5.7 %
Non-U.S. equities	20	5.5
Private equity	10	7.6
Real assets		
Real estate	10	5.2
Infrastructure	10	5.3
Hard assets	5	5.0
Fixed-income	25	2.9

*Discount Rate* - The discount rate used to measure the collective total pension liability was 6.875% and 7.125% for 2016 and 2015, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that employer and non-employer entity contributions will be made at contractually required rates, actuarially determined. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following table shows how the System's proportionate share of the net pension liability as of June 30, 2016 and 2015 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate. The current rate is 6.875%.

	<u>1% Decrease</u>	<u>Current Discount Rate</u>	<u>1% Increase</u>
<u>2016</u>			
The System's proportionate share of the net pension liability	\$ 93,700,732	\$ 66,740,128	\$ 44,069,945
<u>2015</u>			
The System's proportionate share of the net pension liability	\$100,896,672	\$ 68,006,887	\$ 40,242,422

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Changes in net pension liability are recognized in pension expense with the following exceptions:

*Differences between Expected and Actual Experience* - The differences between expected and actual experience with regard to economic or demographic factors were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. For the 2016 and 2015 actuarial valuations, this was three years.

*Differences between Projected and Actual Investment Earnings* - Differences between projected and actual investment earnings were recognized in pension expense using a straight-line amortization method over a closed five-year period.

*Changes in Assumptions* - Differences due to changes in assumptions about future economic or demographic factors or other inputs were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members in each plan. For the SET Plan, there were no changes in assumptions in the 2016 valuation. The change in discount rate from 7.125% to 6.875% was the only change in assumptions in the 2015 valuation.

*Changes in Proportion and Differences between Employer Contributions and Proportionate Share of Contributions* - Differences resulting from a change in proportionate share of contributions and differences between total employer contributions and the employer's proportionate share of contributions were recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. Differences between total employer contributions and the employer's proportionate share of contributions may arise when an employer has a contribution requirement for an employer-specific liability.

*Rationale for Assumptions* - The assumptions were adopted by the plan trustees as a result of the latest experience study review performed in 2012 and covering the period July 1, 2006 through June 30, 2011.

**Defined Contribution Plan**

Certain employees participate in an optional program with Teachers Insurance and Annuity Association - College Retirement Equities Fund (TIAA-CREF), a defined contribution plan. In defined contribution plans, benefits depend solely on amounts contributed plus investment earnings. Only confidential employees and, as of July 1999, Maine Education Association (MEA) Administrators and faculty are eligible to participate in the TIAA-CREF defined contribution plan. The System contributes 12.88% and 6.04% of total salaries for eligible confidential and MEA employees, respectively. The System contribution is funded as it accrues and, along with the contributions of the employees, is immediately vested. Employees make contributions at an average of 6.64% of total salaries (6.30% in 2016). Total employer contributions to the TIAA-CREF program in fiscal years 2017 and 2016, respectively, amounted to \$1,514,649 and \$1,560,026, which consisted of \$450,593 and \$466,247 for confidential employees and \$1,064,055 and \$1,093,779 for MEA employees. MEA employee contributions amounted to \$1,213,927 and \$1,367,848 in 2017 and 2016, respectively.

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Total salaries and wages for covered employees participating in TIAA-CREF were \$21,115,206 and \$21,728,861 for fiscal years 2017 and 2016, respectively.

**Post-Employment Health Insurance**

The System established a defined benefit post-employment healthcare plan - a single employer defined benefit plan that is used to provide postemployment benefits other than pensions. This plan covers all employees who retire and participate in MainePERS or TIAA-CREF. See Note 12 for more information.

**8. Commitments and Contingencies**

The System is covered by a commercial insurance policy for workers' compensation. The State of Maine has the primary obligation for self-insured claims and reimburses the System for payments made. In 2017 and 2016, the System made payments of \$40,500 and \$43,600, respectively, which were reimbursed by the State of Maine. The contingent liability for estimated unpaid workers' compensation claims at June 30, 2017 and 2016 is \$995,500 and \$1,100,000, respectively.

The System owns property with a book value of approximately \$14.9 million in Brunswick, Maine for the use of the Southern Maine Community College. This property must be used solely and continuously for educational programs until November 2041 under the terms by which the property was donated.

From time-to-time, the System is named as a defendant in legal actions and other claims incident to the normal conduct of its operations. Management does not expect to suffer any material liability by reason of such actions, nor does it expect that such actions will have a material effect on the financial position of the System.

The System has entered into various construction and renovation contracts. The System has outstanding commitments under these contracts of approximately \$2.1 million at June 30, 2017.

The System entered into a ten-year operating lease, which ended June 30, 2006, for the current building in which the central administrative office of the System is located. The System is currently renting this space month-to-month. Annual rent was \$167,460 for the years ended June 30, 2017 and 2016. Each year the annual rent may be adjusted by an inflation factor. There was no adjustment in 2017 and management estimates rent for fiscal 2018 to be \$167,460.

The System participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

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**9. Proceeds from State for Grants and Capital Asset Acquisition**

In November 2007, a State of Maine general-purpose bond issue was authorized; the System's portion of the bond is \$15,500,000 and is to be used for interior and exterior building renovations, improvements and additions at all campuses. In 2010, a State of Maine general-purpose bond was authorized; the System's portion of this bond is \$9,750,000 and is to be used for development of an engineering and economic development center at the former Brunswick Naval Air Station site and for energy and infrastructure upgrades at all campuses. In 2013, another State of Maine general-purpose bond was authorized; the System's portion of this bond is \$15,500,000 and is to be used for energy and infrastructure at all campuses. The System will not be required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2017, the System has spent \$40,750,000 on these projects. Revenues recognized from the State in fiscal years 2017 and 2016 amounted to \$2,613,047 and \$5,875,418, respectively, and are included as other revenues in the Statements of Revenues, Expenses and Changes in Net Position.

**10. State Appropriations**

During the years ended 2017 and 2016, the System's state appropriations revenue was unrestricted. These appropriations include general appropriations as well as special appropriations.

**11. Maine Community College Educational Foundations**

The significant accounting policies followed by the Maine Community College Educational Foundations, as set forth below, are governed by the Financial Accounting Standards Board. As such, certain revenue and expense recognition criteria and presentation requirements differ from GASB. No modifications have been made to the Foundation's financial information included here for these differences.

**Basis of Accounting**

The Foundations follow the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when incurred.

**Cash**

The Foundations maintain cash in bank deposit accounts which, at times, may exceed amounts guaranteed by the Federal Deposit Insurance Corporation. The Foundations have not experienced any losses in such accounts and believe they are not exposed to any significant risk of loss on cash.

**Pledges**

Pledges receivable are recorded at their net present value and net of allowance for uncollectible amounts. Pledges receivable at June 30, 2017 and 2016 are substantially all due within five years.

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**Appreciation on Permanently Restricted Net Assets**

The Boards of Directors have interpreted State of Maine law as requiring the preservation of the fair value of the original gift of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. The expendable portion of income on such assets is reported in the statement of activities as temporarily restricted investment income and reclassified to unrestricted net assets when the stipulated donor restriction is accomplished.

**Investments**

Investments held by the Foundations at June 30, 2017 and 2016, which are carried at fair value, consisted of the following:

	<u>2017</u>	<u>2016</u>
Real assets	\$ 12,318	\$ 10,552
U.S. Government bonds	327,457	194,727
Corporate bonds	2,468,862	1,694,604
Common stock	4,734,584	3,964,061
Mutual funds	2,028,049	2,832,311
Investments measured at net asset value		
Fixed-income	247,564	-
Equity	646,745	-
Money market funds and certificates of deposit	<u>2,681,260</u>	<u>878,535</u>
	<u>\$13,146,839</u>	<u>\$ 9,574,790</u>

The fair value of investments is primarily based on quoted price in active markets; certificates of deposit are carried at cost which approximates fair value.

The Foundations each have their own investment policies that allow for a range of investment options.

**Fair Value Measurement**

Assets measured at fair value on a recurring basis consist of investments which are generally valued using Level 1 inputs as described in Note 3, with the exception of corporate bonds which are valued using Level 2 inputs and investments measured at Net Asset Value (NAV). Investments measured at NAV represent the Foundation for Maine's Community College's allocable portion of the System's portfolio (generally 5.1%). See Note 3 for additional disclosures.

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**Net Assets**

The net assets of the Foundation are reported as follows:

Unrestricted Net Assets - Unrestricted net assets represent unrestricted resources over which the Foundations' Board of Directors retains full control to accomplish any of the Foundations' stated purposes.

Temporarily Restricted Net Assets - Temporarily restricted net assets represent contributions and earnings on permanently restricted net assets which may only be utilized in accordance with the purpose established by the donors of the related contributions or contributions with time restrictions. Temporarily restricted net assets generally consists of gifts restricted for scholarship or programs and appreciation on permanently restricted net assets.

Permanently Restricted Net Assets - Permanently restricted net assets represent endowment funds that are subject to the restrictions of the gift instruments requiring that the principal be invested in perpetuity and that income only be utilized, as stated in the gift instruments. Permanently restricted net assets generally consists of gifts to be held in perpetuity with the income available to be used for programs or scholarships.

**Gifts and Contributions**

Gifts and contributions are recorded when an unconditional promise to give is received, or when assets are received in a contribution, whichever comes first. Contributed assets are recorded at fair value.

**Related Party Transactions**

Support consists of amounts paid to the System in support of the System's various programs. At June 30, 2017 and 2016, substantially all accounts payable and accruals are payable to the System for such support.

The System also provides funding and in-kind support to the Foundations. This support totaled approximately \$309,000 in 2017 and \$300,000 in 2016, which is included in other revenues on the Statement of Activities.

**12. Other Post-Employment Benefit Plan and Trust**

**Post-employment Healthcare Plan**

The System established a defined benefit post-employment healthcare plan, a single employer defined benefit plan, used to provide post-employment benefits other than pensions (OPEB). This plan covers all employees who retire and participate in MainePERS or TIAA-CREF and provides healthcare benefits for retirees. Benefits are provided through a third-party insurer and the full cost of the benefits is covered by the plan.

**MAINE COMMUNITY COLLEGE SYSTEM**  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

The System records an expense for the post-employment healthcare plan as costs are incurred for current employees while the employees are performing services for the System. The amount in future years will be based on a calculation related solely to the System's employees and retirees. The System's contributions cover retirees only; additional family members are paid for by the retirees.

Plan membership consisted of the following at June 30, 2017:

Inactive plan members currently receiving benefit payments	357
Active plan members	<u>881</u>
	<u><u>1,238</u></u>

Calculations are based on the types of benefits and on the sharing of costs between the System and its employees as of the most recent valuation dated June 30, 2017. Valuations are required to be completed every two years.

The components of the net OPEB liability of the System at June 30, 2017, were as follows:

Total OPEB liability	\$ 48,981,102
Fiduciary net position	<u>(36,672,809)</u>
Net OPEB liability	<u><u>\$ 12,308,293</u></u>
Actuarial value of assets as a percentage of the OPEB liability	74.9 %

The OPEB liability, funded status, annual cost and annual required contribution were computed using a 7.0% investment rate in 2017, 2016 and 2015; inflation rate of 3.0%; healthcare cost inflation rate ranging from 7.0% in 2018 to 5.0% in 2022 and later years; projected unit credit actuarial cost method; and amortizing the actuarial-accrued liability at a level percentage of pay over 30 years based on an open group. Effective with the June 30, 2014 actuarial valuation, the vesting period increased to 10 years for System employees hired on or after January 1, 2013 (5 years prior to January 1, 2013). Actuarial valuations reflect long-term perspective and involve estimates of reported amounts and assumptions about the probability of events far into the future. Actuarially-determined amounts are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future.



**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

The following table shows how the System's total OPEB liability as of June 30, 2017 would change if the healthcare trend rate used was one percentage point lower or one percentage point higher than the current rate. The current rate starts at an initial rate of 7.0% decreasing annually by 0.5% to an ultimate rate of 5.0%. The 1% decrease in health care trend rates would assume an initial rate of 6.0% decreasing by 0.5% annually to an ultimate rate of 4.0%. The 1% increase in health care trend rates would assume an initial rate of 8.0% decreasing by 0.5% annually to an ultimate rate of 6.0%.

	1% Decrease <u>(6.0%)</u>	Current Health Care Trend Rate <u>(7.0%)</u>	1% Increase <u>(8.0%)</u>
Net OPEB liability	\$ 5,966,601	\$ 12,308,293	\$ 20,298,152

The discount rate used to measure the total OPEB liability was 7.0 percent. The projection of cash flows used to determine the discount rate assumed that System contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

The following table shows how the System's total OPEB liability as of June 30, 2017 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate. The current rate is 7.0%.

	1% Decrease <u>(6.0%)</u>	Current Discount Rate <u>(7.0%)</u>	1% Increase <u>(8.0%)</u>
Net OPEB liability	\$ 19,944,270	\$ 12,308,293	\$ 6,111,921

The following assumption changes were made for the year ended June 30, 2017:

The per capita costs were increased using current enrollment and agency factors. The mortality table was changed from RPH-2014 Total Dataset Mortality Table fully generational using Scale MP-2014 to RPH-2015 Total Dataset Mortality Table fully generational using Scale MP-2015.

**Post-Employment Benefit Trust**

The System established the Post-Employment Benefit Trust as an irrevocable trust for the sole purpose of accumulating assets to provide funding for certain of the System's post-employment benefits. The System was named Trustee of the Trust. The effective date of the establishment of the Trust was June 30, 2009.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

Plan assets include amounts in the Post-Employment Benefit Trust relating to current year annual required contributions.

The significant accounting policies followed by the Trust are set forth below:

***Basis of Accounting***

The Trust follows the accrual basis of accounting as set forth by GASB.

***Cash***

Cash held by the trust in a financial institution at June 30, 2017 was fully covered by federal depository insurance. Bank balances were \$120,367 and \$101,429 at June 30, 2017 and 2016, respectively.

***Investments***

The fair value of investments in the Trust at June 30, 2017 and 2016 is as follows:

	<u>2017</u>	<u>2016</u>
Money market funds	\$ -	\$ 26,544
Investments measured at net asset value		
Fixed-income	<b>10,154,329</b>	-
Equity	<b>26,398,113</b>	-
Mutual funds		
Fixed-income	-	6,729,504
Equity	-	23,161,536
Currency hedge	-	<u>1,497,031</u>
	<u><b>\$36,552,442</b></u>	<u><b>\$31,414,615</b></u>

***Revenue Recognition***

Contributions are recognized as additions in the period when they become due, pursuant to formal commitments or statutory or contractual requirements; supplemental contributions are recognized when received. Investment and interest income and loss are recognized on the accrual basis when earned or incurred.

***Net Position***

Net position at June 30, 2017 and 2016 was for funding certain post-employment benefits.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

***Administrative Expenses***

Substantially all administrative expenses of the Trust are paid by the System.

***Interest Rate Risk***

The Trust manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds for exchange-traded funds.

***Credit Risk***

The Trust limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the Trust may invest are investment grade as rated by a NRSRO. The Trust further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolio to ensure the Trust limits its credit risk.

At June 30, 2017, the ratings by Moody's for investments in debt securities are summarized as follows based on the portfolios underlying the investments:

A summary of fixed-income investments and their related interest rate and credit risks follows:

<u>Rating</u>	<u>2017</u>		<u>2016</u>	
	<u>Amount</u>	<u>Maturity</u>	<u>Amount</u>	<u>Maturity</u>
AAA	-		\$ 996,412	8.8 years
AA	-		1,547,677	8.0 years
A	<b>\$ 10,154,329</b>	<b>7.2 years</b>	1,029,878	6.4 years
BBB	-		645,671	7.4 years
BB	-		2,509,866	5.3 years
	<u><b>\$ 10,154,329</b></u>		<u><b>\$ 6,729,504</b></u>	

The ratings and maturities are the weighted averages of the debt securities in which the funds invest.

**MAINE COMMUNITY COLLEGE SYSTEM  
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**Notes to Financial Statements**

**June 30, 2017 and 2016**

***Concentration of Credit Risk***

The Trust has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well-diversified as to limit exposure to one issuer or security. As of June 30, 2017, individual investments representing more than 5% of the OPEB Trust's investments were as follows:

	<u>Percentage of Investments</u>	
	<u>2017</u>	<u>2016</u>
WTC-CTF Core Bond Plus	14 %	- %
WTC-CTF Intermediate Bond	14	5
Harbor High Yield	-	5

***Custodial Credit Risk***

All of the Trust's investments are held with a third-party custodian in the Trust's name.

***Fair Value Measurement***

Assets measured at fair value on a recurring basis are summarized below according to the level of input described in Note 3.

At June 30, 2017 all investments were measured at Net Asset Value (NAV), which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

Assets measured at NAV are as follows at June 30, 2017:

Fixed-income:	
CTF Core Bond Plus	\$ 5,105,949
CTF Intermediate Bond	5,048,380
Equity:	
CTF Enduring Assets	3,717,480
CTF Global Quality Growth	3,879,413
CTF Global Opportunities	13,158,177
CTF Global Perspective	3,757,667
CTF Opportunistic Equity	<u>1,885,376</u>
	<u>\$ 36,552,442</u>

See Note 3 for additional disclosures.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Notes to Financial Statements**

**June 30, 2017 and 2016**

	Fair Value Measurements at June 30, 2016			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investments				
Money market funds	\$ <u>26,544</u>	\$ <u>26,544</u>	\$ -	\$ -
Mutual funds				
Fixed-income	6,729,504	6,729,504	-	-
Equity	23,161,536	23,161,536	-	-
Currency hedge	<u>1,497,031</u>	<u>1,497,031</u>	-	-
	<u>\$31,414,615</u>	<u>\$31,414,615</u>	<u>\$ -</u>	<u>\$ -</u>

***Rate of Return***

All of the Trust's investments are held with a third-party custodian in the Trust's name. For the year ended June 30, 2017, the annual money-weighted rate of return on investments, net of investment expense, was 15.15 percent. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

**MAINE COMMUNITY COLLEGE SYSTEM**

**Required Supplementary Information**

**Schedule of the System's Proportionate  
Share of the Net Pension Liability**

**State Employee and Teacher Plan - State Employee Portion**

**Last 4 Fiscal Years\***

**June 30, 2017  
(UNAUDITED)**

	<u>2017</u>	<u>2016</u>	2015	2014
The System's proportion of the net pension liability	<b>4.97 %</b>	6.64 %	6.62 %	6.19 %
The System's proportionate share of the net pension liability	<b>\$66,740,128</b>	\$68,006,887	\$59,711,184	\$71,196,328
The System's covered-employee payroll	<b>30,244,628</b>	32,008,027	30,256,649	30,004,534
The System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	<b>220.7 %</b>	212.5 %	197.3 %	237.3 %
Plan fiduciary net position as a percentage of the total pension liability	<b>76.2 %</b>	81.2 %	83.9 %	76.8 %

\* The amounts presented for each fiscal year were determined as of the beginning of the fiscal year. Data has been provided for fiscal years in which the data is available.

**MAINE COMMUNITY COLLEGE SYSTEM**

**Required Supplementary Information**

**Schedule of the System's Pension Contributions**

**State Employee and Teachers Plan**

**Last 10 Fiscal Years**

**June 30, 2017  
(UNAUDITED)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>
Contractually-required contribution	\$ 9,124,095	\$ 9,557,531	\$ 10,402,890	\$ 9,864,286	\$ 7,855,291	\$ 7,733,031	\$ 8,708,391	\$ 8,513,832	\$ 8,611,181	\$ 7,913,235
Contributions in relation to the contractually-required contribution	<u>(9,124,095)</u>	<u>(9,557,531)</u>	<u>(10,402,890)</u>	<u>(9,864,286)</u>	<u>(7,855,291)</u>	<u>(7,733,031)</u>	<u>(8,708,391)</u>	<u>(8,513,832)</u>	<u>(8,611,181)</u>	<u>(7,913,235)</u>
Contribution deficiency (excess)	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>	\$ <u>          </u>
The System's covered-employee payroll	\$30,244,628	\$32,008,027	\$ 30,256,649	\$30,004,534	\$29,008,175	\$28,961,592	\$29,860,451	\$30,195,438	\$29,171,824	\$27,541,376
Contributions as a percentage of covered-employee payroll	30.17 %	29.86 %	34.38 %	32.88 %	27.08 %	26.70 %	29.16 %	28.20 %	29.52 %	28.73 %

See accompanying independent auditor's report.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Required Supplementary Information**

**Schedule of Employer's Contributions  
Post-Employment Health Insurance Plan**

**June 30, 2017  
(UNAUDITED)**

*Dollars in thousands*

<u>Year Ended</u>	<u>Annual Required Contribution</u>	<u>Annual Contribution</u>	<u>Percentage Contributed</u>
2017	\$ 1,951	\$ 2,090	107 %
2016	1,814	2,187	121
2015	1,882	2,055	109
2014	1,908	2,894	152
2013	1,663	3,063	184
2012	3,787	4,272	113

\* See notes to required supplementary information.



**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Required Supplementary Information**

**Schedule of Changes in the Net OPEB Liability and Related Ratios  
Post-Employment Health Insurance Plan**

**Last Fiscal Year\***

**June 30, 2017  
(UNAUDITED)**

	<u><b>2017</b></u>
Total OPEB liability	
Service cost	\$ 1,538,577
Interest	3,208,147
Differences between expected and actual experience	(3,617,568)
Changes of assumptions	5,915,472
Benefit payments	<u>(1,647,873)</u>
Net change in total OPEB liability	<b>5,396,755</b>
Total OPEB liability, beginning of year	<u>43,584,347</u>
Total OPEB liability, end of year	<u><u>\$48,981,102</u></u>
Plan fiduciary net position	
Contributions - System	\$ 2,090,345
Net investment income	4,769,293
Benefit payments	(1,647,873)
Administrative expense	<u>(55,000)</u>
Net change in plan fiduciary net position	<b>5,156,765</b>
Plan fiduciary net position, beginning of year	<u>31,516,044</u>
Plan fiduciary net position, end of year	<u><u>\$36,672,809</u></u>
Net OPEB liability - end of year	<u><u>\$12,308,293</u></u>
Plan fiduciary net position as a percentage of the total OPEB liability	<b>74.9 %</b>
Covered-employee payroll	<b>\$46,240,000</b>
Net OPEB liability as a percentage of covered-employee payroll	<b>26.6 %</b>

\* Schedule is intended to show 10 years. Data has been provided for fiscal years in which the data is available.

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See accompanying independent auditor's report.

**MAINE COMMUNITY COLLEGE SYSTEM  
(A Component Unit of the State of Maine)**

**Required Supplementary Information**

**Schedule of Contributions  
Post-Employment Health Insurance Plan**

**June 30, 2017  
(UNAUDITED)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>
Actuarially determined contribution	\$ 2,289,969	\$ 1,814,116	\$ 1,882,102
Contributions in relation to the actuarially determined contribution	<u>2,090,345</u>	<u>2,187,091</u>	<u>2,055,275</u>
Contribution deficiency (excess)	\$ <u>199,624</u>	\$ <u>(372,975)</u>	\$ <u>(173,173)</u>
Covered-employee payroll	\$46,240,000	\$46,887,000	\$45,522,000
Contributions as a percentage of covered employee payroll	4.5%	4.6%	4.5%

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See accompanying independent auditor's report.

**MAINE COMMUNITY COLLEGE SYSTEM**

**Required Supplementary Information**

**Schedule of Investment Returns  
Post-Employment Health Insurance Plan**

**June 30, 2017  
(UNAUDITED)**

	<u><b>2017</b></u>
Annual money-weighted rate of return, net of investment expense	<b>15.15 %</b>

Schedule is intended to show 10 years. Data has been provided for fiscal years in which the data is available.

**MAINE COMMUNITY COLLEGE SYSTEM**

**Notes to Required Supplementary Information**

**June 30, 2017  
(UNAUDITED)**

Factors that significantly affect the identification of trends in the amounts reported in the schedules are:

*Schedule of System's Proportionate Share of the Net Pension Liability and Schedule of the System's Pension Contributions*

The discount rate increased to 7.50%, up from 7.125% in both 2016 and 2015.

*Schedules of Funding Progress and Employer's Contributions Post-Employment Health Insurance Plan*

The Plan was established in 2009.

In 2017, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014 to RPH-2015 Total Dataset Mortality Table Fully Generational using Scale MP-2015.

In 2015, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RP-2000 Combined Mortality Table Fully Generational using Scale AA to RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014. There were no changes in 2016.

**MAINE COMMUNITY COLLEGE SYSTEM**

**Schedule of Activities**

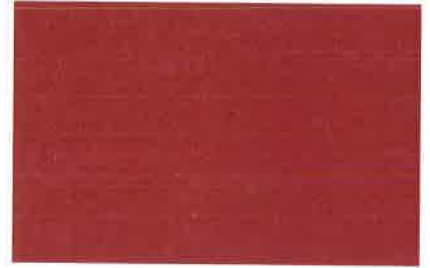
**Year Ended June 30, 2017**

**(Dollars in Thousands)**

<u>Functions/Programs</u>	<u>Program Revenues</u>					<u>Net Revenue (Expense) and Changes in Net Assets</u>			
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Investment Income</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	<u>Primary Government</u>			<u>Component Units</u>
						<u>Governmental Activities</u>	<u>Business-Type Activities</u>	<u>Total</u>	
Primary government									
Business-type activities									
Education	\$ 131,496	\$ 19,202	\$ _____	\$ 50,666	\$ 5,296	\$ _____	\$ (56,332)	\$ (56,332)	\$ _____
Total primary government	<u>\$ 131,496</u>	<u>\$ 19,202</u>	<u>\$ _____</u>	<u>\$ 50,666</u>	<u>\$ 5,296</u>	<u>_____</u>	<u>(56,332)</u>	<u>(56,332)</u>	<u>_____</u>
Component units	<u>\$ 5,260</u>	<u>\$ _____</u>	<u>\$ 1,112</u>	<u>\$ 7,409</u>	<u>\$ _____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>3,261</u>
			<u>General revenues</u>						
			Unrestricted interest and investment earnings			-	4,654	4,654	-
			Non-program specific grants, contributions, and appropriations			-	62,571	62,571	-
			Miscellaneous income			-	1,364	1,364	-
			Total general revenues and extraordinary items			<u>_____</u>	<u>68,589</u>	<u>68,589</u>	<u>_____</u>
			Change in net position			-	12,257	12,257	3,261
			Net position, beginning of year			<u>_____</u>	<u>167,396</u>	<u>167,396</u>	<u>18,224</u>
			Net position, end of year			<u>\$ _____</u>	<u>\$ 179,653</u>	<u>\$ 179,653</u>	<u>\$ 21,485</u>

See accompanying independent auditor's report.





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