



Comprehensive Campus Community
Assessment of:

Strengths
Weaknesses
Opportunities
Threats

*Conducted and Compiled:
Fall 2006*

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Northern Maine Community College – SWOT Analysis

EXECUTIVE SUMMARY OF FINDINGS

***Editor’s Note:** This Executive Summary of Findings of the NMCC SWOT Analysis is reflective of areas of the most common discussion amongst participants and not a comprehensive assessment of all issues raised. The full report reflects all participant responses and views expressed through the process – no data has been edited or omitted from the full report.*

The comprehensive SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis conducted by the Northern Maine Community College campus as part of the Maine Community College System “Envision the Future” initiative served, first and foremost, as a valuable and productive exercise, which engaged the campus community in an important dialogue on the current institutional climate. The information shared by faculty, staff, students and community friends of the college through this process should serve as a valuable tool in efforts to move NMCC forward. Findings indicate that the institution possesses some crucial assets to guide and enhance advancement, as well as numerous opportunities for future development of College programs and initiatives. Conversely, results show areas in need of significant attention and continuous quality improvement, and identify various institutional and environmental cautions that will impact efforts to advance both the College mission and vision.

It is clear that participants identified the human resource—the faculty and staff who work at the institution— as a key strength of NMCC. The dedication, quality and experience of college employees were duly noted. However, concern was raised about an aging campus workforce in relation to the need for succession planning concerning the future development of the College.

The campus culture—i.e. the small campus size, personalized attention and family-like environment—are viewed as noteworthy strengths of the College. Although that presents numerous opportunities for the institution, one clear area of departure is that of internal communication. Few other issues discussed elicited the concern of more participants than those which relate to communication amongst and within departments and work areas on campus. In many instances the issues raised concerning communication flowed into a discussion on institutional leadership, which was also cited as a current weakness. The connection between the two areas was clear and discussed, at times, in length.

The top threats cited by the majority of participants surrounded budgetary issues. State appropriations, recent attempts to rein in state spending, and the ongoing uncertainty of funding and shifting funding formulas within the Community College System and State of Maine budgets are clearly issues which currently inhibit growth and loom large over any future development. It is also clear that the demographic population trends and uncertain economic climate of Northern Maine—the College’s primary market—will

impact any growth. The rising costs of energy and other consumer goods needed to operate the institution are also noteworthy challenges.

The relatively affordable cost of an NMCC education ranks high among the attributes of the institution and was stressed as a strength that needs to be maintained in order for the College to continue to fulfill its mission. Equally imperative to maintaining affordability, participants underscore the importance of ensuring the quality of academic programs, faculty, staff and student services and support, all areas viewed as strong assets. The understanding and appreciation of this in the surrounding community is also viewed as an advantage.

Institutional outreach at all levels is a clear area of focus for future development. Existing partnerships with area high schools and technology centers through various programs and agreements, articulation and partnership with other institutions of higher education, and outreach to the business community in areas such as student internships, assistance with professional development, continuing education and training and other needs identified by regional employers are current strengths. The SWOT analysis reveals that expansion of existing initiatives and advancement of new such partnerships should be critical components of future growth.

Northern Maine Community College – SWOT Analysis

OVERVIEW

Purpose:

As part of the Maine Community College “Envision the Future” initiative, the Northern Maine Community College campus community has undertaken a comprehensive SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. The information obtained through this inclusive dialogue, and compiled in this report, constitutes a critical component of the larger campus document submitted to MCCS. It serves as a barometer of current perception and sentiment and reflects the views of those most intimately involved with the College.

Organizational Structure and Participation:

The campus-wide SWOT analysis was directed through the efforts of an ad hoc steering group established by, and with membership comprised of, the NMCC Strategic Planning Committee. Members of the working group developed a proposal to conduct a comprehensive assessment of the campus climate. Both that plan of action and this report were ratified by the Strategic Planning Committee. A critical component of the NMCC SWOT analysis was an effort to ensure that all members of the college community were presented with the opportunity to participate in the process. Toward that end, participation is representative of an impressive cross-section of faculty, staff, students, administrators and community friends (*see attachment A*).

Timeline:

Work on the SWOT analysis began officially with the establishment of the ad hoc steering group at the September 29 meeting of the NMCC Strategic Planning Committee. After developing a framework for engaging the campus community in a structured and open dialogue, the steering group proceeded to identify a series of dates and times for sessions that would allow everyone the opportunity to take part. A total of five sessions were planned and faculty and staff were assigned to certain dates and times, according to availability. At the same time individuals serving on the College Advisory Council, NMCC Foundation Board and employees at the off-campus learning centers were invited to participate by selecting one of the five identified dates and times that worked best with their schedules. The four NMCC department chairs were asked to identify students to participate in as many sessions as possible.

SWOT sessions were held on the following dates:

- Wednesday, October 18 (1:00 p.m.-3:00 p.m.)
- Tuesday, October 24 (10:00 a.m.-12:00 noon)
- Wednesday, October 25 (8:00 a.m.-10:00 a.m.)
- Wednesday, November 1 (9:00 a.m.-11:00 a.m.)
- Wednesday, November 8 (2:00 p.m.-4:00 p.m.)

Upon completion of the final session, the steering group proceeded to compile the data into one comprehensive report, using the information shared at each of the five sessions to develop a master document that represented the cumulative findings. The final activity was approval of the SWOT analysis report by the Strategic Planning Committee at a meeting on November 17, 2006.

Communication:

Communication of efforts to conduct a campus-wide SWOT analysis began immediately following the establishment of the steering group assigned to develop and follow through with a plan of action. Information about the coming activity was reported through the *Toward Excellence-Weekly Bulletin* (see attachment B-1); through a news release, subsequent article publication and broadcast media reports (see attachment B-2 and B-3); a campus-wide memorandum (see attachment B-5); and through various e-mails sent to both on and off-campus constituents (see attachment B-5). Communication of the final report and summary of findings were posted on the NMCC website on December 1, 2006 at which time the campus community was invited to view the document.

Methodology:

Conducting a SWOT analysis involving such a large and diverse group of individuals presents numerous challenges. To both facilitate individual schedules and allow for the participation of as many as possible, the five aforementioned dates/times were identified. Determination of which individuals (faculty and staff) would be assigned to each session was made by the steering group employing the following three criteria:

- Faculty teaching schedules.
- The typical work flow of staff in various offices at different times of the day and different days of the week, ensuring coverage to maintain regular office operations.
- Representation at each of the five sessions reflected (as much as possible) a cross-section of the NMCC campus community – that a diversity of voices would be present from the various academic and administrative areas.

The assignments did not take into consideration other internal or external scheduling conflicts, therefore faculty and staff were invited to re-schedule according to their availability if necessary.

Participation of members of the College Advisory Council, NMCC Foundation Board and employees at off-campus learning centers was left to open enrollment.

Student participation was coordinated by the four NMCC department chairs.

Once rosters for each of the five sessions were finalized, members of the steering group divided each list into four small groups, with an over-arching goal of creating clusters, which again represented the diversity of the campus.

Upon arrival at each scheduled session (all held in the classroom/conference room adjacent to the NMCC Learning Center), participants were greeted by the co-facilitators (members of the steering committee). Four seating clusters ranging from four to seven chairs (depending on number of individuals scheduled for each given session) were arranged in each corner of the room with a list of names of the members of the small group in the center. Participants were invited to help themselves to refreshments and be seated in the cluster with their name. In addition to the roster, each cluster had a notepad and pen placed in the center. Each chair in the cluster was coded with a color on the seat back.

Each session began with welcoming remarks and an overview of the simple ground rules and process, including placing the SWOT analysis in context with the Envision the Future initiative. Individuals were further instructed that everyone in the room, irregardless of their position on campus, was equal in the discussion and that there were no wrong answers in what constituted a large brainstorming session. Operational definitions for Strengths, Weaknesses, Opportunities and Threats were shared with the group to assist in differentiating what constituted a Strength versus an Opportunity and a Weakness versus a Threat (*see attachment C-1*). An overview of the agenda ensued (*see attachment C-2*).

Participants were asked to engage in an eight to ten minute dialogue on Strengths of the NMCC campus in their small groups. They were asked to identify a note-taker in their group to keep the list of the information shared using the note pad and pen provided. After the discussion period ended, the groups (each taking a turn) were asked to share their list as the co-facilitators charted the Strengths of each small group on a large tablet at the head of the room. Each of the following groups, in addition to sharing their unique list, was asked to identify similar items, which were then noted by a check mark beside the item on the large tablet. After each group shared their list and a master list was compiled on the large tablet, individual participants were asked to take a set of three colored round dot stickers (red, yellow and blue) set under their chairs and to place the dots beside the items they individually felt held the most significance according to the following instruction:

- Place the red dot on what you consider the single most important Strength
- Place the yellow dot on what you consider the second most important Strength
- Place the blue dot on what you consider the third most important Strength

After placing the colored sticker dots according to personal preference, individuals seated in chairs with certain colors on the seat back, picked at random, were asked to rotate to a different group in an effort to encourage a greater dialogue amongst various participants. The process repeated for the ensuing Weaknesses, Opportunities and Threats.

Northern Maine Community College – SWOT Analysis

Summary of Findings - Strengths

(see pages 9 - 11 for charted results)




Discussion revealed a wide breadth of strengths of the College; however, the information compiled indicates the dialogue centered around six cluster areas including: human resource and related matters, campus culture, campus environment, external affairs, college educational programs and offerings, and college services. A break-out of individual strengths as identified by SWOT participants indicates the following:

1. Most individuals on campus consider the faculty and staff, and the cumulative efforts of the personnel significant strengths of the College. Not only did discussion of these areas occur in each session, but the individual charting of priority across the board showed widespread consensus that the human resource of NMCC ranks clearly as a top strength. This is reflected not only in the area of responses that specifically relate to human resource but can be seen cushioned in the stated responses in most, if not all other cluster areas.
2. College programs and services also rank high as strengths identified by participants. Even with affordability earning a significant ranking in the area of services provided, the discussion universally included references to high-quality. Listing of strengths concerning both the programs and services provided most frequently were connected to the individuals and collective efforts of the faculty and staff responsible for areas across the campus. Support services, both academic and other, ranked favorably in both group discussion and priority charting. Also frequently noted were the strength of the experiential learning opportunities and overall quality of the educational experience. Agreements and partnerships with programs and other educational institutions for both entering and matriculating students received strong support as well.
3. Another component of the NMCC educational experience that faculty, staff, students, administrators and community friends identify as a clear strength are those relating to the campus culture, specifically the personalized attention students receive and the related attributes that come with a small campus size.
4. The campus environment, specifically relating to general maintenance, was a common shared strength noted by many in discussion.
5. Support of the external community and related partnerships that exist with community groups were also noted as strengths during many of the group sessions.

By utilizing campus strengths as a framework for future development, it can be deduced that any future direction should capitalize on and incorporate the experienced voices of the NMCC campus community. Other significant hallmarks of the College, such as its academic programs and services, must be supported and enhanced with strong emphasis and continued incorporation of experiential learning opportunities. Preservation and expansion of existing and new partnerships with other institutions of higher learning, organizations that assist students in entering the College, and the Aroostook County community should continue to be fostered. Any additions or enhancements to the campus infrastructure and related planning should reflect a tradition of little to no deferred maintenance.

Northern Maine Community College – SWOT Analysis
*Campus-wide results: **STRENGTHS***

Human Resource and Related:

			
Faculty and staff dedication/loyalty	13	3	3
Quality of instructors	7	2	-
Experienced workforce/longevity of staff	4	6	8
Supportive faculty	3	4	1
Strong IT – human resource	1	2	5
Flexibility of instructors	-	1	1
Leadership by administrators, faculty, staff	-	1	1
Joyce is the spine of the college	-	1	-
Diversity (age) of student body	-	-	1
Good support faculty – student focused	-	-	-
Great department chairs/managers	-	-	-

Campus Culture:

Personal attention for students and all campus family - students cared for and about	8	4	6
Faculty-student interaction-availability/open door policy students with advisors	5	3	2
Small class size/favorable instructor-student ratio	3	1	1
Hands-on learning opportunities	1	1	1
Faculty know students	-	1	1
Focus on accreditation standards	-	1	-
Students help other students	-	-	-
Strong NMCC Foundation	-	-	1
Teamwork of faculty/staff	-	-	1
Small student body/small campus size	-	-	-
Adaptability to change/campus open to change	-	-	1
Proactive campus – we are a leading Community College in System/forward looking/progressive	-	-	2
Involved students	-	-	1
Conducive learning and working environment	-	-	1
Freshness/invigorating energy of new students	-	-	-

Campus Environment:

Very nice physical appearance of campus/facilities and equipment in good shape-quality	-	3	6
Central physical location of campus	-	-	2
Modern Infrastructure	-	-	1
One main campus building	-	-	-
Location of college – small town	-	-	-
Safety	-	-	-

External Affairs:

Positive reputation/word of mouth marketing and good reputation and good community outreach	5	7	4
Supportive community/partnership with community	2	9	5
Ability to meet community needs/responsive	1	-	2
Successful graduates/alumni support	-	1	4
No community college competition in region	-	-	-
Compete well with University	-	-	-

College Educational Programs and Offerings:

Strong programs – experienced instructors and staff	10	3	1
High quality education	8	2	2
Emphasis on experiential/occupational hands-on learning	4	5	9
Prepare grads for immediate employment or transfer	1	1	1
Uniqueness of trade/tech programs	1	1	1
Agreements with other institutions (articulation) and partnerships (Advantage U, Husson, Early College for ME, Tech Prep, WCCC, EMCC	-	4	2
Up to date program i.e.) IT		4	1
Interaction of advisory committees/advisory committees for individual programs	-	1	2
Allied health programs strong	-	-	-
Diversity of program offerings	-	-	-
Unique programs	-	-	-
Accessibility of day classes	-	-	-
Nursing model of distance ed = more students, greater access	-	-	-
Transferable credits	-	-	-
Flexibility of programs – add/take down	-	-	-

College Services:

Affordability – cost of attendance vs. value of education	9	8	10
Strong support student services – students made to feel welcome and variety of comprehensive, high quality services through learning center, counseling staff, etc.	5	7	4
Learning Center	3	-	-
New marketing campaign/PR and marketing improvements	1	-	1
Great support for both faculty and students	-	3	-
Portal and Polycom system	-	1	-
Support for ongoing maintenance/repairs/custodial	-	1	-
Growing use of distance technology	-	1	-
Convenient pathways for lifelong learning	-	-	1
Residential life/housing services	-	-	1
Honor societies	-	-	-
Leading edge/strong IT department	-	-	-
Peer mentoring program	-	-	-
Inter-department support	-	-	-
Support for student groups on campus	-	-	-
Emphasis/strong retention programs	-	-	-
Supportive of non-traditional students	-	-	-
Library	-	-	-
Technology in IT department and labs	-	-	-
Job placement rate on graduation	-	-	-
Availability of computer labs	-	-	-
Variety of extra-curricular activities	-	-	-

Northern Maine Community College – SWOT Analysis

Summary of Findings - Weaknesses

(see pages 14 - 17 for charted results)

Discussion covered a wide area identified by participants of weaknesses for the College, with weaknesses identified as something needing improvement at NMCC as related to policy, not individuals. The data compiled indicates the dialogue centered on the following: human resource and related matters, campus culture, campus environment, external affairs, college educational programs and offerings, and college services. A break-out of the individual weaknesses as identified by the SWOT participants indicates the following:

1. The majority of individuals on campus consider the biggest weakness to be the lack of or absence of communication within/between office and/or departments at the College. This area was overwhelmingly supported by each of the participating groups followed closely by the lack of leadership. Several other areas reflected by the group discussions identified understaffing and staffing activities such as professional development to be weaknesses due to budgetary constraints. These areas as well as a number of other human resource topics were addressed as having effects on the college. Areas included in this category are lack of pay which does not meet the competitive market for personnel and low morale of employees. One item listed by many of the participants is the lack of sufficient staff in the learning center which leads to lack of remedial and support services to students who are in need.
2. The lack of funds and budgets were clearly an overwhelming area identified among all participants as a college weakness. Though this is addressed in the “threats” arena, it clearly was seen as an area of great concern which factors into the weakness category at the college.
3. Next, it was evident that the campus environment held several areas identified as weaknesses of the college. Among those with the highest ratings in this category was the lack of physical space predominately citing meeting rooms, classrooms, office space, and storage. Other less frequently identified were parking space issues and the lack of a comprehensive replacement plan.
4. The campus culture heading cited lack of communication with commuter students, lack of student responsibility and no student lounge as areas of weaknesses.
5. The greatest area of concern among participants under the college educational programs and offerings was the academic quality of students entering the college. A number of individuals cited the low admissions

requirements as a weakness along with lack of remedial support. Other areas closely following in priority in this category were the need to update labs and other areas with equipment and technology and a low budget, especially for IT supplies and technology.

6. The one area of weakness which garnered high support is the lack of a welcoming and central information center at the main entrance. Participants articulated the need to have a visible, central person and location for all constituents associated with the college and articulated this as a real weakness.

Identifying weaknesses to the College is essential as we envision the future at NMCC . It is evident that some of the high priority areas identified are under our internal control. With that said, it is essential that we work together to correct and strengthen those areas in our control and to enhance the high quality college that we are at NMCC.

Northern Maine Community College – SWOT Analysis
*Campus-wide results: **WEAKNESSES***

Human Resource and Related:

	●	●	●
Communication within/between office and/or departments	13	7	7
Lack of leadership	5	1	8
Aging faculty/staff (no succession plan)	4	1	-
Lack of sufficient personnel in learning center	3	6	2
Lack of pay (faculty/staff salaries not competitive)	3	3	1
Low morale	2	7	-
Understaffing, not replacing faculty/staff (overworked, overloads), understaffed during recruitment time	1	7	7
Poor implementation of decisions	1	1	-
Disconnection between upper management and faculty	1	-	-
Class size overloads	1	-	-
No consistency to enforcement of policies/parking policies	1	-	1
Need for better orientation for new employees	-	3	-
Increased use of adjunct faculty	-	2	1
Lack of staff opportunity	-	2	-
Full-time faculty/staff numbers too low	-	1	1
Lack of professional development (resources)	1	3	2
Low morale	-	1	-
Decision making – inability	-	1	-
Lack of visibility of management	-	1	-
Difficulty recruiting faculty/staff due to low pay	-	-	3
No human resources	-	-	2
Micromanaging (i.e. budget)	-	-	1
Lack of supervisor training	-	-	-
Inability to listen to all voices, students/faculty (lack of ownership)	-	-	-
Poor management – labor relations	-	-	-
Lack of institution research capabilities	-	-	-
Job creation/shifting without planning/discussion	-	-	-
Summer changes without planning/discussion	-	-	-
Not enough communication for custodial staff	-	-	-

Campus Culture:

Lack of creativity and innovation	1	1	1
Communication reception with students (poor with commuters)	1	1	1
Lack of student responsibility/involvement	1	1	-
Lack of cohesive faculty	1	-	-
No student lounge	-	3	4
Unprofessional attitude	-	1	-
Willingness to waste	-	-	2
Lack of appreciation for others' disciplines	-	-	1
Lack of creative problem solving	-	-	1
Slowness to change (like industries do)	-	-	1
Students playing the system (i.e. Financial Aid)	-	-	1
Lack of risk taking	-	-	-
No consensus on campus of what mission is	-	-	-
Committee structure	-	-	-
Lack of faculty involvement – apathy	-	-	-
Over committed students – extended themselves too thin	-	-	-
Quality of students admitted	-	-	-
Disinterest of students	-	-	-
Need to recognize internal customers (office to office)	-	-	-
Under-prepared students entering	-	-	-
Loss of student group areas (used as conference rooms)	-	-	-
Participation in athletics	-	-	-
Yearly activities stagnant	-	-	-

Campus Environment:

Lack of physical space (meeting, classroom, office space, storage)	3	4	3
Lack of comprehensive equipment replacement plan	2	2	-
Smell (Tater Meal)	1	-	-
Allowing smoking by main entrance	-	3	1
Some buildings upgrades needed (i.e. residence halls)	-	1	-
Parking, lack of (including visitor) and not well lit	-	-	3
Outside ground maintenance in need of improvement (i.e parking lots)	-	-	1
Location – remote nature	-	-	-
Not enough revenue generating (sale by bid) for equipment ready for disposal	-	-	-
Lack of visibility – where we are physically located (industrial park)	-	-	-
Lack of/insufficient signage	-	-	-
Noise level	-	-	-
Sterile environment (lack of color)	-	-	-

External Affairs:

Institutional budget (lack of funds)	17	7	9
Perception that students need to go elsewhere for quality	1	1	1
H.S. Counselors unaware of NMCC offerings	-	2	-
Population demographics of area	-	-	-
Lack of transportation for students	-	-	-
Perception by system office of this campus	-	-	-
Competing with UMS – should be unique	-	-	-
Decreased communication of public school systems (expectations)	-	-	-
Reputation	-	-	-

College Educational Programs and Offerings:

Quality of students academically (i.e. open admission, low admissions standards, lack of remedial courses)	9	3	-
Updating nursing and other labs, aging equipment/technology	3	5	4
Supply budget too low – IT supplies	3	-	4
Incoming student testing – impact on classes and morale	2	-	1
Too few/small computer labs	1	1	1
Students not getting what they need by “dumbing down” classes	1	-	-
Closer link between part-time and full-time faculty	1	-	-
Lack of recognition of importance of liberal studies program	1	-	-
Inconsistent attendance policy (some follow, some don’t)	-	2	3
Tendency to determine class size by physical size of the room – not course content	-	2	-
Lack of awareness of internship/apprentice opportunities	-	1	2
Insufficient course offerings (Gen. Ed., online, remedial)	-	1	1
Course rotation – some offerings not frequent enough	-	1	-
Class scheduling problems	-	-	1
Some under-enrolled programs	-	-	-
Slow program implementation	-	-	-
Lack of comparable rigor of courses taught by adjunct faculty	-	-	-
Technology – not all classes equipped equally	-	-	-
Cost of delivering programs, fees, etc.	-	-	-
Loss of “finals” week	-	-	-
Too little promotion of individual programs	-	-	-
Limit of programs available	-	-	-
Satellite (off-campus centers) oversight – need closer link	-	-	-
Lack of arts program	-	-	-
Transferability of classes coming in	-	-	-
Academics	-	-	-
Computer accessibility – open labs used for other commitments	-	-	-

College Services:

Lack of welcoming/information at main entrance	6	3	7
Lack of student financial aid	1	1	1
Poor financial communication with students	1	-	-
Student retention/attrition rate	1	-	-
Cost of room and board high for quality and customer service	-	1	1
Student not aware of articulation – “move on” agreement	-	-	1
Phone system	-	-	1
Limited extra-curricular activities	-	-	-
Poor customer service	-	-	-
Not enough tutoring/remedial services	-	-	-
Too much money on athletics and admission	-	-	-
Lack of orientation for students	-	-	-
Poor support services due to lack of funding	-	-	-
Decreased learning center hours	-	-	-
Recruitment of potential students	-	-	-

Northern Maine Community College – SWOT Analysis

Summary of Findings - Opportunities

(see pages 20 -22 for charted results)

Discussion covered a wide area of opportunities for the College, with opportunities being identified as something external that could benefit NMCC. The data compiled indicates the dialogue centered on the following: human resource and related matters, campus culture, campus environment, external affairs, college educational programs and offerings, and college services. A break-out of the individual opportunities as identified by the SWOT participants indicates the following:

1. The majority of individuals on campus consider the biggest opportunity as being the College educational programs and offerings. Increasing the number of health related programs along with new delivery options for working and non-traditional students (i.e. online, evenings and weekends) were also noted. Strong emphasis was placed on not only academic programs but the services that are offered, which must be maintained and enhanced. The expansion of summer offerings, increasing remote sites and alternative delivery days, times, etc. were significant areas that need improvement.
2. Next, it was evident that the expansion of internships with businesses ranked high among participants. Our support of the external community and related partnerships that exist can grow if the College will continue to seize the opportunities that await NMCC. In addition to students benefiting from internships training programs, businesses also welcome such favorable circumstances as everyone profits from it. Because the College has a positive reputation and supportive community, the ability to meet community needs poses no difficulty. This is also true of partnering with other institutions (i.e. Husson, UMPI, UMFK, etc.). Maintaining and expanding existing and new partnerships with institutions of higher learning and organizations that further the progress of students entering NMCC were clearly identified as opportunities that should be embraced.
3. Another component of the NMCC educational experience that faculty, staff, students, administrators and community friends identify as an opportunity is the College services. The ability of the public relations department to increase the visibility of NMCC, along with marketing the region as well as programs/College strengths, etc. is essential. The College needs to focus on recruiting low-enrolled programs, expanding on continuing ed opportunities, trade/tech areas – seize the opportunity to publicize programs and services are a must. Capitalizing on affordability/financial aid opportunities received strong support as well.

4. The campus environment, particularly relating to seeking additional funds for building expansion (allied health center, trade building) was noted by individuals.
5. As far as campus culture, the major gifts campaign and community college mission were also noted as opportunities during many of the group discussions.
6. Having an open door policy between employees, faculty, staff and students was noted in the human resource area by many individuals. Lots of discussion centered on the fact that it's essential to seize the opportunity to utilize faculty/staff talents.

Identifying opportunities to the College plays an essential part on where we go from here. NMCC is the backbone to preparing students for employment in business and industry as well as offering specialized training to attract businesses and community-interest courses and/or seminars. With that said, it's essential that we preserve and enhance the high quality programs and services that are offered at NMCC.

Northern Maine Community College – SWOT Analysis
Campus-wide results: **OPPORTUNITIES**

Human Resource and Related:

	●	●	●
Utilizing faculty/staff talents	2	2	1
Improve communication between faculty and learning center for intervention	2	1	-
Mentoring for new faculty vis-à-vis aging faculty	-	1	1
Maintain a leadership role in education	-	-	3
Open door policy between employees, faculty, staff and students	-	-	1
Have more efficient driving force in leadership	-	-	-
Use innovation/ideas of employees	-	-	-

Campus Culture:

Major gifts campaign	3	-	1
Partnering of business/industry for “hands on” training – students/employees	2	1	-
Community college mission	1	5	1
Cultivate and capitalize on community goodwill for college	1	-	3
Move to community college and two-year liberal arts degree	1	-	1
Capitalize on County’s strong work ethic	-	2	-
Educate community about who we are	-	1	-
Expansion of foundation collaboration	-	-	-
Southern Maine Sprawl – attract folks up here	-	-	-

Campus Environment:

Possibility of Allied Health Center	3	1	2
Utilize natural wonder of Northern Maine	3	-	-
Seek additional funds for trades building expansion	2	2	-
Geographic/location – ability to offer programs to fit the need in area	2	1	3
Upgrading recreational facilities i.e. gym, weight room	-	2	1

External Affairs:

Establish better communication with career centers	6	1	-
Seek more public/private grant opportunities	4	5	6
Create a higher ed consortium in Aroostook County	3	2	1
Grow collaborative opportunities with business	3	1	2
Training partnerships with businesses	2	3	2
Support for Opportunity Maine Campaign	2	-	-
Petition legislators to increase funding	1	-	1
Link more closely of economic development	1	2	-
Lead/direct economic development – practice and reactive	1	1	-
Bond issue for more funding	-	3	2
Loring Commerce Center	-	1	1
Opportunity to utilize support services in community	-	1	-
Accessing opportunities with partner business	-	-	6
Research building coalitions with other high schools/universities statewide	-	-	1
Partner with Wintergreen Arts Center	-	-	1
Upgrade skill of local business employees	-	-	-
Utilize community service projects	-	-	-
Business upgrades in region	-	-	-
Utilizing the aging population	-	-	-
Develop partnership with business – tuition reimbursement	-	-	-

College Educational Programs and Offerings:

Expand internships/increase of opportunity for internship with business	9	5	5
Increase number of health related programs	5	4	1
Partnership with other institutions i.e. Husson	4	4	3
Expansion of current programs, associate degree programs	3	4	1
New delivery options for working and non-traditional students i.e. online, evening weekend	3	2	1
Expansion of program (add staff) i.e. paralegal, allied health	3	1	3
Expand remote sites and alternative deliver days, times, etc.	2	4	1
Increased program capacity	2	-	-
More industry certification opportunities	2	-	-
Ability to transfer to four-year program	1	-	1
Online credit resources	1	-	-
Educate high schools about programs and changes	1	-	-
Expand summer offerings	-	1	1
Gain efficiencies in current program offerings	-	1	-
Expand high school (tech prep) and partnership with tech prep, adult ed, CTE schools	-	1	-
College transition program – adult student readiness	-	1	-

More modulation of courses for ease of transfer – strengthening partnerships with high schools	-	-	2
Expand high demand or unique niche (programs)	-	-	1
Using computers to expand program offerings – multi-media/gaming	-	-	1
Offering certificate programs for specialized training	-	-	1
Develop literacy reading program of local schools	-	-	-
Dual majors (internally)	-	-	-
Dual enrollment with high school	-	-	-
Articulation agreements	-	-	-
More diverse courses at satellite locations	-	-	-
Service learning	-	-	-
Occupational safety degree program	-	-	-
Utilize internal expertise to expand programs	-	-	-
Senior college – course work for retired	-	-	-
Expand senior class offerings	-	-	-

College Services:

Public relations ability to increase visibility of NMCC	4	1	3
Focused recruiting on low-enrolled programs	3	5	-
Expand continuing ed opportunities – lack of	2	1	-
Increasing number of high school grads attending college	1	8	4
Market region as well as program/college strengths, market/grow trade tech areas	1	2	6
Expanding use of technology in delivery of services	1	1	-
Utilize existing unique and successful educational models	1	-	4
Seizing opportunity to publicize programs	1	-	3
Airing new people	1	-	-
More marketing to increase low enrolled programs, capture marketing opportunities	-	4	-
Customized training	-	3	2
Utilize alumni – engage	-	1	1
Day care center	-	1	1
Capitalizing on equipment donations	-	1	-
Use faculty expertise to offer public sessions	-	1	-
Capitalize on affordability/financial aid opportunity	-	-	3
Collaborative purchasing agreements	-	-	2
Broaden recruitment of New Brunswick residents/collaboration with Native American population/Canada	-	-	2
New students annually	-	-	1
Expand presence of international students	-	-	-
Use of facilities for outside groups	-	-	-
Take advantage of no P.I. movie theater	-	-	-
More focus on grant writing (assigned staff)	-	-	-

Northern Maine Community College – SWOT Analysis

Summary of Findings - Threats

(see pages 25 -27 for charted results)

Discussion covered a wide area of identified threats to the College, with threats being identified as something the College has no control over; furthermore, the information compiled indicates the dialogue centered around the six cluster areas that were identified in the Strengths section: human resource and related matters, campus culture, campus environment, external affairs, college educational programs and offerings, and college services. A break-out of the individual threats as identified by the SWOT participants indicates the following:

1. Most individuals on campus consider the biggest threat to the College as being the funding limitations from state appropriations. The greatest challenge we have is trying to provide the best education to students, but with limited funding from the state. Not only did discussion occur in each session, but the individual charting of priority across the board shows the overwhelming response as this being our greatest threat as a community college. In addition, the threat of rising costs of energy, utilities and regular inflation rates, for students, puts a financial strain on the students for both schooling and work.

Other major threats that participants observed were the low employment opportunities in the area and the declining population (out-migration). These two threats coincide with each other, whereas, people will move out of areas where the possibility of better paying jobs is scarce to a more populated area with more opportunities. These threats were discussed in every session as well as a significant response in the individual charting of priorities.

There are three economic threats to the college: the depressed economy of the region in general, the potential for to loss of federal funding due to lower enrollment, and competition from other area colleges and universities. All of these areas pose a threat to the enrollment numbers here at NMCC.

2. The campus culture ranks as the next highest section in regards to threats to the College, with the most obvious threat being the quality and caliber of the students, in that students are unprepared to enter college and lack study skills and critical thinking abilities. Individual priorities charted show the caliber of the students as being a serious threat to consider. Also in regards to campus culture was the possible threat of maintaining accreditations. This was noted as a priority in some individual responses although not as high as the caliber of students.

3. Most individuals in the sessions consider Human Resources not to be a threat and as mentioned earlier is considered to be a great strength to the college; however, as a large percentage of faculty and staff are approaching retirement age, one of the obvious threats mentioned by participants in all sessions was the ability to recruit qualified instructors and other employees from the outside with the existing salary base.
4. The final areas of concerns for threats, though minimal in the individual priority selection, involve the College educational programs and offerings, College services and the College environment. Of these three sections the biggest concerns center among the rising costs of educational supplies, and the constantly changing technology as well as duplication of programs system-wide. On a different tangent, for educational programs, was the concern of the College being too accommodating to social service agencies for students not prepared for college resulting in the College jeopardizing the academic integrity of programs.




Another area of concern is the poor environment due to being located in the industrial park area. Some individuals feel the noise from the airport and odor from an animal feed processing plant have a tendency to cause disruptions, sometimes even illness from the smells.

5. The final area of concern for threats that participants feel strongly about is the lack of a personnel presence in the lobby to handle traffic flow from the outside and the lack of student knowledge of tutoring services on campus, although this is more of an internal weakness than an external threat; however, the fact that some student support services being funded solely by “soft monies, is certainly a threat to this institution.

Identifying threats to the College is an important step on how we envision the future to be here at NMCC. Without recognizing where the potential threats exist, the College would not be able to be proactive in taking steps to offset these problems. With approximately 50 percent of participants recognizing that future funding is the major threat to this institution, we have to take steps to ensure sufficient funds will be made available to continue offering high quality programs.

Northern Maine Community College – SWOT Analysis
*Campus-wide results: **THREATS***

Human Resource and Related:

			
Adequate & qualified instructors – unable to recruit from away with existing salary base	1	3	5
Aging faculty and employees	-	4	2
Low employee/student morale	-	3	-
System salaries not competitive compared to the industry	-	-	1
Lack of control over college employee contracts/wages – low comparable to outside	-	-	-
Unions	-	-	-
Increased cost of benefits for employees	-	-	-
Faculty overloads	-	-	-
Lack of staff/faculty/administration confidence	-	-	-
Lack of faculty	-	-	-

Campus Culture:

Caliber of students – unprepared(lack of study skills, technology)	3	6	6
Students/graduates ability to critically think lacking	3	1	-
Maintaining accreditation	2	1	-
Quality of students – HS prep./work ethic	2	2	3
Lack of communication	1	1	-
Loss of focus on the mission	1	-	-
Student pool	-	1	-
Disrespect (students to faculty, faculty to students, students/faculty to peers)	-	-	-
English as a second language	-	-	-
Lack of diversity	-	-	-
Literacy level	-	-	-
Lack of student interest	-	-	-

Campus Environment:

Poor environment (noise, smell – i.e. Tater Meal)	1	1	-
Safety of the campus	1	-	-
Aging buildings and people	-	1	2
Campus location (regional isolation/geographic)	-	-	-
Vulnerable to acts of violence and “terrorism”	-	-	-
Weather	-	-	-
Demographics of region surrounding college	-	-	-
Lack of ground maps	-	-	-

External Affairs:

Funding limitations (lack of budget and state support)	37	15	5
Rising costs, including energy/utilities/economy (financial strain for students for both schooling and work)	10	-	2
Employment opportunities low in the area	8	9	13
Declining/aging population/demographics (out-migration)	8	8	6
Threat of loss of federal funding (i.e. Perkins)	2	9	6
Regional economy	2	-	1
Increase of drug use	1	-	3
Advancement of other community colleges, tech institutes/competition from UMS, Husson, etc. (getting less students from the area)	1	7	2
Some area employers don't appreciate the value of a college education (decreased value of education)	1	1	2
Reputation threat to college	1	-	2
First generation students – knowledge of need to go to college	1	-	1
High tax burden and other people's reaction (i.e. TABOR)	1	1	-
Steady decline of Workforce Development funding	1	2	-
MCCS decisions (including allocation of funding levels)	-	3	1
Unfunded government mandates	-	3	-
Federal Financial Aid decrease	-	2	1
Lack of HS guidance counselors promoting college	-	1	1
New rules and regulations (Federal, State, etc) i.e. No Child Left Behind	-	1	1
Political environment (i.e. N/S Maine)	-	1	-
Declining High School student enrollment	-	1	-
Homeland security concerns – employees/students crossing the border	-	1	-
Industry decline(change in technology replacing grads)	-	-	1
K-14 model (Dept. of Ed. Future plans) changing HS graduation requirements	-	-	1
Compliance with industry standards for programs	-	-	-

Public embarrassments	-	-	-
Nature of two-year commuter school	-	-	-
Merger threat by UMS	-	-	-
Separation of community colleges from 4 year institutions	-	-	-
Pay scale for graduates	-	-	-

College Educational Programs and Offerings:

Cost of educational supplies increasing	2	-	1
Keeping up with changing technologies and facilities	-	1	5
Perception of parents that trade/tech programs don't equal jobs	-	1	-
Becoming too accommodating to social service agencies resulting in jeopardizing academic integrity of programs	-	2	6
Duplication of programs system-wide	-	-	2
Limited student internship programs	-	-	-
Becoming smaller compared to others in C.C. system	-	-	-
Lack of space due to agreements (i.e. Husson)	-	-	-
Loss of accreditation	-	-	-
Rigor of courses for transferability	-	-	-
Elimination of diploma programs – impact of Fin. Aid on this	-	-	-
Lower enrollment in programs (Business, Accounting)	-	-	-
Limited capacity to meet need of clinical rotations	-	-	-
Drop-out rate	-	-	-
Other on-line courses	-	-	-

College Services:

No lobby	1	-	1
Grants – student support services dependent of “soft money”	-	1	-
Lack of student knowledge of learning center	-	1	-
Social activities	-	-	1
Low enrollment	-	-	-
IT Department – current technology (rapid changes)	-	-	-
Student attitude with on-campus housing	-	-	-
Meal plan policy	-	-	-
Lack of childcare	-	-	-
Emergency phone number updates	-	-	-

Northern Maine Community College – SWOT Analysis
Attachment A

SWOT Participants

Cindy Albert	Bill Egeler	Joe McLaughlin
Dennis Albert	Kim Esquibel	Nikki McNally
Michaele Black (A)	Roberta Everett	Brian McQuade
Daryl Boucher	Kim Ferguson	Judy Morin
Heidi Broad-Smith	Ron Fitzgerald	Alinette Morse
Avon Brown	Paula Flora	Jackie Nadeau
Leah Buck	Sonja Fongemie	Tammy Nelson
Ryan Bushey	Gail Gagnon	Peggy O'Kane
Dan Butts	Nancy Gagnon	Ann Osgood
Bob Cameron	Ray Gauvin (F)	Rebecca P-Bugbee (N)
Joyce Campbell	Sandy Gauvin (F)	Diane Peters
Monique Caron (B)	Peter Goheen	John Price
Steve Caron	Karen Gonya	Alan Punches
Galen Case	Phil Gray (B)	Tammy Putnam
Dwight Clayton	Miriam Gregg	Dave Raymond
Bob Collins	Jan Greico	Bob Rice
Shannon Cook	Colleen Harmon	Norma Smith
Mary Cornelio	Dan Hotham	Otis Smith
John Corrigan	Durward Huffman	Robert Smith
Lisa Corrigan	Barry Ingraham	Leo St. John
Nancy Cowett	Karl Jackson	Alan St. Peter
Heather Craig	John Johnston	Greg Thompson
Elizabeth Crawford	Lori Keith	Krista Watters (N)
Pam Crawford	Chuck Kelley	Bob White
Roger Crouse	Shawn Lahey	Leanne White (N)
Shelli Cronkhite	Larry LaPlante	Ruth White
Whitney Dick (N)	JP Levasseur	Marilyn Willette
Gayle Dickinson	Dan MacDonald	Randy Willett (B)
Diana Doody (B)	Linda Mastro	Dave Wyman
Susan Dugal	Justin McBreairty (T)	Becky York (A)
Dean Duplessis	Carol McCleary	Paula York
Dick Duplessis	Brian McDougal	
Tonya Duval (N)	Eileen McDougal	

Facilitators: **Wendy Bradstreet, Betsy Harris, Betty Kent-Conant, Jason Parent**

Color Key:

Arts/Science Faculty	Management Team	Staff/Administrators	Students (Department)
Business Faculty	Nursing Faculty	Trade/Tech Faculty	GAC/Foundation/Friends

Northern Maine Community College – SWOT Analysis Attachment B-1

Communication: *Toward Excellence - 1*



Toward Excellence

WEEKLY BULLETIN

October 6, 2006

Issue #6

“Envision the Future” Work to Begin on Campus this Month

“Envision the Future,” an initiative launched by the NMCC Board of Trustees and President John Fitzsimmons, will engage the NMCC community in an inclusive dialogue designed to lead to a broad consensus of what the college will look like in the years ahead.

Guided by President Tim Crowley and the NMCC Strategic Planning Committee, the college is charged with producing a document on the future of the institution that, when brought together with similar reports from other campuses, will form a basis of dialogue among the System’s leadership on how the NMCC is positioning itself to meet Maine’s needs both regionally and on a statewide level.

To begin local efforts, the campus community will engage in a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis in the coming weeks. Several sessions have been scheduled, with the goal of involving as many individuals on campus as possible. The sessions will be interactive and invite faculty, staff and community friends to share their thoughts under each category.

In the very near future, faculty and staff will be contacted with the date and time of the session they will be asked to participate in. The schedule was developed incorporating teaching and office coverage considerations; however, individuals with scheduling conflicts may elect to attend an alternate session. For more information, contact Jason Parent in the Development Office at 768-2808.

Movie Night

Students are invited to come to the Edmunds Conference Center every Wednesday night at 9:00 pm to watch a newly released movie. Each week there is a drawing for a free movie pass, and once a month there is a drawing to win the DVD watched that night. Refreshments are provided. **Free for all students!** For more information call 760-1184 or e-mail njmiller@nmcc.edu.

Monday, October 9:

Columbus Day - NMCC administrative offices will be closed today - all regularly scheduled Monday courses will be held

Healthy Living Class, 1:00-2:00 pm, Martin 212

Tuesday, October 10:

Maine Driver Education Association Meeting, 12:00 noon, Edmunds Conference Center

Student Senate Meeting, 12:15-1:00 pm, Christie Lecture Hall

TRiO Workshop: Test Anxiety, 5:00-6:00 pm, Edmunds Conference Center

Open Gym, 9:00-11:00 pm

Wednesday, October 11:

VALIC Meet & Greet, 8:00-11:30 am, Edmunds Conference Center

Task Force Curriculum Meeting, 11:30 am-1:30 pm, Reed Commons Keegan Room

NMCC/UMPI Senior Managers Meeting, 12:00 noon- 2:00 pm, Edmunds Conference Center

Safety Committee Meeting, 2:30 pm, Learning Center Conference Room

TRiO Workshop: Alcohol & Gender, 5:00-6:00 pm, Edmunds Conference Center

Movie Night, 9:00 pm, Edmunds Conference Center

Thursday, October 12:

Breakfast of Champions, 7:30-9:00 am, Edmunds Conference Center - Presenters from both sides of the controversial TABOR referendum issue will share information and answer questions. The annual event is coordinated by the Maine Women’s Policy Center and co-sponsored by NMCC and the Houlton, Caribou and Presque Isle chapters of American Association of University Women (AAUW). For more information, contact Karen in the development office at 768-2809.

ABG Meeting, 12:00-1:00 pm, Martin 213

What's Happening on Campus...

LUNCHTIME IN THE REED COMMONS

Weekly Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Vegetable Beef Soup	Chicken Noodle Soup	Corn Chowder	Minestrone Soup	Seafood Chowder
Tortellini	Pork Riblet Sandwich	Teriyaki Chicken Sandwich	BBQ Beef Sandwich	Herb Baked Fish
Chef Choice Sandwich	Corn Dogs	Fish Sandwich	Egg Salad Sandwich	Chicken Sandwich
Garlic Bread	Au Gratin Potatoes	Savory Rice	French Fries	Oven Baked Potatoes
French Fries	Zucchini	French Fries	Green Beans	Vegetable Blend
Mixed Vegetables	Apple Crisp	Mixed Vegetables	Strawberry Short	Ice Cream Sundaes
Ice Cream Sundaes	Sugar Cookies	Assorted Pies	Cake	Chefs Choice Dessert

Don't see what you want? Check out our salad and pizza bars available daily!

Northern Maine Community College – SWOT Analysis

Attachment B-1

Communication: *Toward Excellence* - 2

Toward Excellence

Student Meetings...

- The **Student Senate** meets every Tuesday from 12:15-1:00 p.m. in the Christie lecture hall. All students are invited to come and have their opinions heard.
- **Alpha Beta Gamma** meets every Thursday from 12-1 p.m. in Martin Room 213.

TRiO Workshops to Help Students

The Counseling Office, through the TRiO Student Support Services Program, is offering a series of workshops that are scheduled during the lunch or dinner hour for student convenience. Students are encouraged to eat their lunch or dinner during the sessions, and light refreshments will also be provided. Topics for the remainder of the month are:

Test Anxiety - Monday, October 16

Learn pre-test, during-the-test, and post-test strategies to overcome test anxiety. **(12-1 pm, R.C. Keegan Rm)**

Alcohol & Gender - Tuesday, October 17

Can women "hold their liquor" better than men? Sort out the fact from fiction when it comes to alcohol and the sexes. **(12-1 pm, Reed Commons Keegan Room)**

Learning Styles - Thursday, October 19

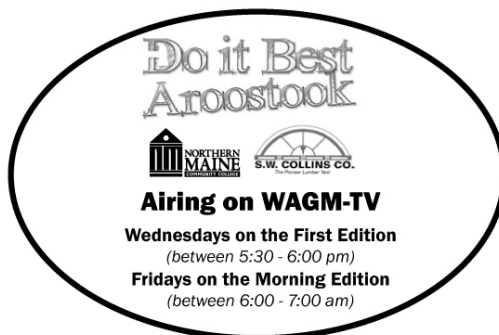
Discover the most effective way to study, take notes and write exams. **(12-1 pm, Reed Commons Keegan Room)**

The ABCs of ZZZs - Monday, October 23

Can you really sleep your way to better grades? Come find out what the latest research has to say. **(5-6 pm, Edmunds Conference Center)**

How to Lose a Job in 10 Days - Wednesday, Oct. 25

Learn what to avoid during the job search, interview and the first days at your new job. **(12-1 pm, Reed Commons Keegan Room)**



Newsletter Items...

Do you have items that you would like printed in the Weekly Bulletin? If so, please submit your information to the development office, by calling 768-2809, e-mailing info@nmcc.edu or stopping by the office on the third floor of the Martin Building. The weekly deadline is Thursday by 10:00 a.m.

Students Defeat Employees in Softball Game

The annual student/employee softball game was held on September 21. The game was very well attended, with lots of fun had by all.

During the first inning, the score was tied 3 to 3. The students broke the game open with a seven run third inning blast. In the top of the sixth inning, the employees scored five runs to help close the gap, but the students came back to score five runs of their own in the bottom of the sixth inning...closing the door on the employee's comeback. The game was called after the seventh inning due to lack of light. The students won the game with a final score of 16 to 9.

Students playing were: Kevin Ledger, Matt Hanning, Andy Jackson, Shawn Lay, Tom Merrill, Dan Ford, Mike Tenney, Curtis Harrison, Matt Tribou, Jake Green, Mike Crawford, and Michael Black.

Employees taking part were: Diana Doody, Tom Richard, John Corrigan, Becky Maynard, Lori Keith, Ryan Bushy, Dennis Dyer, Bernard McManus, Jesse Beaulieu, Andrea Alley, Guy Jackson, Spencer Bragan and Dennis Albert.

Special thanks to all who took part!

DJ Sought...

The Student Senate is exploring the possibility of holding a dance/Karaoke party on December 1. They are looking for a DJ that would be available that night. Anyone is interested, or knows of someone who might be interested, should contact Student Senate advisor Dennis Albert at 768-2757 or dalbert@nmcc.edu.

SWOT Sessions to Begin

All employees have been scheduled to take part in a SWOT session over the next few weeks. Employees are urged to take part in this important process. Everyone should have received a schedule in the mail. If you can't make the date for which you are scheduled, contact Jason at ext. 2808 to be moved to another date.

Faculty & Staff News...

Colleen Harmon, an instructor in the arts and sciences department, has been nominated for WOMAN OF THE YEAR - 2006 by the Governing Board of Editors of the American Biographical Institute. According to her letter of notification, the nomination was "due to your overall accomplishments and contributions to society."

The American Biographical Institute receives hundreds of recommendations for possible inclusion in their Who's Who publications. Their board reviews these nominations and, in some instances, selects candidates for their top honors, including Woman of the Year. The board looks for outstanding individuals representing various professions and cultures worldwide. In 2005, approximately 250 women from around the world were selected for this particular honor.

Congratulations, Colleen!

Northern Maine Community College – SWOT Analysis Attachment B-2

Communication: *News Release - 1*



News Release

October 6, 2006
NR06056

Contact:
Jason Parent
Development and
College Relations Office
33 Edgemont Drive
Presque Isle, ME 04769
Phone: (207) 768-2808
Fax: (207) 768-2813
jparent@nmcc.edu

NMCC Begins Work on MCCS Envision the Future Initiative

Aroostook County - Just over three years after the official establishment of the Maine Community College System, faculty and staff at all seven campuses, including Northern Maine Community College are taking the time to pause and reflect on what they believe the community colleges should look like in five to eight years.

“Envision the Future,” an initiative launched by the MCCS Board of Trustees and President John Fitzsimmons, will engage the NMCC community in an inclusive dialogue designed to lead to a broad consensus of what the college will look like in the years ahead.

Guided by President Timothy Crowley and the NMCC Strategic Planning Committee, the college is charged with producing a document on the future of the institution that, when brought together with similar reports from other campuses, will form a basis of dialogue among the System’s leadership on how the MCCS is positioning itself to meet Maine’s needs both regionally and on a statewide level.

“In these early foundational years, an inclusive, deliberate, and thoughtful dialogue – both at the college level and from a system-wide/statewide perspective – will help ensure that the great potential of our Community Colleges is fully realized for Maine,” said Fitzsimmons. “The intent is to achieve a broad consensus at each college and in the system of what we hope for our colleges. It is anticipated that a ‘working document’ will be created that will help guide the next phase of the system’s development.”

Among the assumptions considered as the process gets underway is that the MCCS mission, vision and core attributes will remain the same, as well as the system governance and organizational structure. It is also assumed that additional state funding will be required to support plans.

Northern Maine Community College – SWOT Analysis
Attachment B-2

Communication: *News Release* – 2

The process of developing NMCC's draft report, which is due at the System Office in mid-January will begin in earnest this month. At their first meeting of the new academic year on September 29, the campus Strategic Planning Committee established two working committees to tackle two required sections of the document.

The first will develop a draft environmental scan of the present economic, educational and other related issues facing the region that will be included in the campus report. The committee is comprised of Larry LaPlante, director of finance; Barry Ingraham, director of physical plant and technology; and Elizabeth Crawford, tech prep coordinator.

A second committee, charged with engaging the campus community in a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis will work throughout October to facilitate several group sessions, with the goal of involving as many on campus as possible. The sessions will be interactive and challenge faculty, staff and community friends to share their thoughts under each category. Committee members include Jason Parent, director of development and college relations; Wendy Bradstreet, accountant III; Betty Kent-Conant, director of the nursing and allied health department; and Betsy Harris, registrar.

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Northern Maine Community College – SWOT Analysis Attachment B-3

Communication: *Star Herald* Article



Northern Maine Community College – SWOT Analysis
Attachment B-4

Communication: *Campus Memorandum*

MEMORANDUM

TO: NMCC Community

FROM: “SWOT Team”
-Wendy Bradstreet
-Betsy Harris
-Betty Kent-Conant
-Jason Parent

DATE: October 11, 2006

RE: Upcoming Campus SWOT Sessions

As you may have read in the most recent monthly and weekly editions of our campus newsletter and in the press release e-mailed to all faculty and staff on Friday, October 6, our campus will begin work this month on “Envision the Future,” an inclusive dialogue designed to lead to broad consensus of what the college will look like in the years ahead. Toward that end, a campus-wide SWOT (**S**trengths, **W**eaknesses, **O**pportunities and **T**hreats) analysis is being conducted to get a better understanding of what we, the NMCC family, see as our greatest assets and challenges.

As a subcommittee of the NMCC Strategic Planning Committee tasked with developing a plan to conduct the SWOT analysis and execute that plan, we have identified five dates/times to hold sessions for various campus groupings. Each of the two-hour sessions will be highly interactive therefore participation in this process is crucial.

The listings (see attached) were developed incorporating three primary considerations: 1. identifying sessions for faculty which do not conflict with current semester class sessions; 2. identifying sessions for staff which minimized impact on heavy work flow periods and ensured coverage of office areas; and 3. bringing diverse perspectives into each session.

The attached session roster is our best “good faith” attempt at involving as many on campus as possible. It is our hope that you will be able to participate in the session on the date and at the time indicated. However, if that is not possible and you would be able to participate in another session, please contact committee member Jason Parent via e-mail at jparent@nmcc.edu to indicate when you can participate by this Friday, October 13. Once the schedule has been confirmed, the member of our subcommittee who will be co-facilitating your session will be in contact with you. We will also be looking to gain student and community friend input in these sessions.

Thank you in advance for your participation in this very important process.

Northern Maine Community College – SWOT Analysis
Attachment B-5

Communication: *E-mails - 1*

To General Advisory Council 10/11/06

As a member of the NMCC General Advisory Council, we are soliciting your input in a campus-community SWOT (**S**trengths **W**eaknesses **O**pportunities **T**hreats) analysis. This work is part of a Maine Community College System Initiative entitled "Envision the Future" - see attached press release for more information - details will also be provided at the October 17 meeting of the General Advisory Council.

We have scheduled five interactive sessions for faculty, staff, students and community friends over the next month on various dates and at different times (listed below). These two-hour interactive sessions will engage participants in a dialogue to identify NMCC's greatest assets and challenges.

We are hoping you can join us for one of the sessions listed below. Each will be held in the classroom/conference room in the Learning Center area. Please review the dates and times listed below and get back to me with which date you are available to join us - because the first session is next Wednesday, I would greatly appreciate a response by this Friday. Once you have selected a date, one of the SWOT co-facilitators: Betty Kent-Conant, Betsy Harris or Wendy Bradstreet will be in touch with you to confirm details.

Wednesday, October 18 - 1:00 p.m.-3:00 p.m.
Tuesday, October 24 - 10:00 a.m.-12:00 p.m.
Wednesday, October 25 - 8:00 a.m.-10:00 a.m.
Wednesday, November 1 - 9:00 a.m.-11:00 a.m.
Wednesday, November 8 - 2:00 p.m.-4:00 p.m.

Thank you in advance for your assistance!

Jason

Jason J. Parent
Director of Development and College Relations
Northern Maine Community College
33 Edgemont Drive
Presque Isle, Maine 04769

Northern Maine Community College – SWOT Analysis
Attachment B-5

Communication: *E-mails - 2*

To Foundation Board 10/11/06

As a member of the NMCC Foundation Board, we are soliciting your input in a campus-community SWOT (**S**trengths **W**eaknesses **O**pportunities **T**hreats) analysis. This work is part of a Maine Community College System Initiative entitled "Envision the Future" - see attached press release for more information.

We have scheduled five interactive sessions for faculty, staff, students and community friends over the next month on various dates and at different times (listed below). These two-hour interactive sessions will engage participants in a dialogue to identify NMCC's greatest assets and challenges.

We are hoping you can join us for one of the sessions listed below. Each will be held in the classroom/conference room in the Learning Center area. Please review the dates and times listed below and e-mail me at jparent@nmcc.edu with which date you are available to join us - because the first session is next Wednesday, I would greatly appreciate a response by this Friday. Once you have selected a date, one of the SWOT co-facilitators: Betty Kent-Conant, Betsy Harris or Wendy Bradstreet will be in touch with you to confirm details.

Wednesday, October 18 - 1:00 p.m.-3:00 p.m.
Tuesday, October 24 - 10:00 a.m.-12:00 p.m.
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Thank you in advance for your assistance!

Jason

Jason J. Parent
Director of Development and College Relations
Northern Maine Community College
33 Edgemont Drive
Presque Isle, Maine 04769

Northern Maine Community College – SWOT Analysis
Attachment B-5

Communication: *E-mails - 3*

To Off-Campus Center Directors 10/12/06

Dear Otis, Danny, Chris and Peter,

As members of the greater NMCC family, we are soliciting your input in a campus-community SWOT (Strengths Weaknesses Opportunities Threats) analysis. This work is part of a Maine Community College System Initiative entitled "Envision the Future" - see attached press release for more information.

We have scheduled interactive sessions for faculty, staff, students and community friends over the next month on various dates and at different times (listed below). These two-hour interactive sessions will engage participants in a dialogue to identify NMCC's greatest assets and challenges.

We are hoping you can join us for one of the sessions listed below. Each will be held in the classroom/conference room in the Learning Center area. Please review the dates and times listed below and get back to Dan Butts with which date you are available to join us - we would greatly appreciate a response by Thursday, October 19. Once you have selected a date, one of the SWOT co-facilitators: Betsy Harris or Wendy Bradstreet will be in touch with you to confirm details.

Tuesday, October 24 - 10:00 a.m.-12:00 p.m.

Wednesday, October 25 - 8:00 a.m.-10:00 a.m.

Wednesday, November 1 - 9:00 a.m.-11:00 a.m.

Wednesday, November 8 - 2:00 p.m.-4:00 p.m.

(All sessions will be held in the Learning Center Classroom on the NMCC Campus)

Thank you in advance for your assistance!

Jason J. Parent
Director of Development and College Relations
Northern Maine Community College
33 Edgemont Drive
Presque Isle, Maine 04769

Phone: (207) 768-2808

Fax: (207) 768-2813

Northern Maine Community College – SWOT Analysis
Attachment C-1

Operational Definitions

Strength - something that exists now and is inherent to the college

Weakness - something needing improvement (i.e. policy wise, not individual)

Opportunity - something external that we can utilize (ex: DFAS growing, opportunity to train more people)

Threat – largely external but can be internal at times- something we may not have any control over.

Northern Maine Community College – SWOT Analysis
Attachment C-2

SWOT Sessions Agenda

First Hour

- :00-:10 Assignment of Small Groups Upon Arrival, Refreshments, Welcome Overview
- :10-:20 Small Group Discussion of *Strengths*
- :20-:30 Small Group Sharing and Charting of *Strengths*
- :30-:35 Individual Prioritization of *Strengths*
- :35-:45 Small Group Discussion of *Weaknesses*
- :45-:55 Small Group Sharing and Charting of *Weaknesses*
- :55-1:00 Individual Prioritization of *Weaknesses*

Second Hour

- 1:00-1:10 Small Group Discussion of *Opportunities*
- 1:10-1:20 Small Group Sharing and Charting of *Opportunities*
- 1:20-1:25 Individual Prioritization of *Opportunities*
- 1:25-1:35 Small Group Discussion of *Threats*
- 1:35-1:45 Small Group Sharing and Charting of *Threats*
- 1:45-1:50 Individual Prioritization of *Threats*
- 1:50-2:00 Buffer Time and Closure

Northern Maine Community College – SWOT Analysis

Attachment D-1

SWOT Participants by Date

10/18/2006	10/24/2006	10/25/2006	11/1/2006	11/8/2006
<p>Ryan Bushey Whitney Dick (N) Diana Doody (B) Bill Egeler Nancy Gagnon Karen Gonya Jan Greico Lori Keith Shawn Lahey Brian McDougal Eileen McDougal Jackie Nadeau Ann Osgood Diane Peters Bob Rice Leo St. John</p>	<p>Avon Brown Steve Caron Tonya Duval (N) Paula Flora Ray Gauvin (F) Sandy Gauvin (F) Phil Gray (B) Karl Jackson JP Levasseur Linda Mastro Justin McBreairty (T) Joe McLaughlin Nikki McNally Brian McQuade Alinette Morse Tammy Nelson John Price Alan PUNCHES Bob White Marilyn Willette</p>	<p>Cindy Albert Micheale Black (A) Daryl Boucher Leah Buck Bob Cameron Lisa Corrigan Pam Crawford Shelli Cronkhite Roger Crouse Kim Ferguson Gail Gagnon Dan Hotham John Johnston Larry LaPlante Robert Smith Greg Thompson Krista Watters (N) Paula York</p>	<p>Heidi Broad-Smith Joyce Campbell Monique Caron (B) Galen Case Dwight Clayton Bob Collins Elizabeth Crawford Gayle Dickinson Dean Duplessis Dick Duplessis Kim Esquibel Roberta Everett Ron Fitzgerald Sonja Fongemie Louise Hamlin (N) Durward Huffman Chuck Kelley Dan MacDonald Carol McCleary Judy Morin Norma Smith Otis Smith Leanne White (N) Dave Wyman</p>	<p>Dan Butts Shannon Cook Mary Cornelio John Corrigan Nancy Cowett Heather Craig Susan Dugal Peter Goheen Miriam Gregg Colleen Harmon Barry Ingraham Peggy O'Kane Rebecca P-Bugbee (N) Tammy Putnam Dave Raymond Alan St. Peter Ruth White Randy Willett (B) Becky York (A)</p>

Color Key:

Arts/Science Faculty	Management Team	Staff/Administrators	Students (Department)
Business Faculty	Nursing Faculty	Trade/Tech Faculty	GAC/Foundation/Friends

Northern Maine Community College – SWOT Analysis
Attachment D-2




SWOT Session Results - October 18

STRENGTHS

<i>NMCC Strengths</i>	●	●	●
Personal interaction with students and all campus family – students cared for and about ☒☒	5	2	3
Positive reputation/word of mouth marketing and reputation	1	-	1
Loyalty of NMCC Employees ☒	-	-	-
Adaptability to change	-	-	1
Proactive campus – we are a leading Community College in System	-	-	1
Very nice physical appearance (campus) ☒ ☒	-	1	-
Involved students	-	-	1
Support of community ☒ ☒	-	2	2
Small class sizes ☒ ☒	2	-	-
Variety of comprehensive, high quality services (i.e. tutors) ☒	-	-	-
Experienced faculty and staff ☒	2	4	-
Convenient pathways for lifelong learning	-	-	1
Cost of attendance/education here ☒	3	1	-
Prepare grades for immediate employment or transfer ☒	1	1	1
Allied Health programs strong	-	-	-
“Hands on” learning	1	3	1
Central physical location	-	-	-
Residential life	-	-	1
Honor societies	-	-	-
Conducive learning and working environment	-	-	1
One main campus building	-	-	-
Interaction of advisory committees	-	1	2




SWOT Session - Wednesday, October 18, 2006

WEAKNESSES

<i>NMCC Weaknesses</i>			
Lack of welcoming/information at main entrance	1	-	2
Institutional budget/lack of funds ☒ ☒ ☒	9	2	1
Population demographics of area	-	-	-
Understaffing ☒	-	3	3
Too few/small computer labs	1	1	1
Lack of communication between departments and offices ☒☒☒	1	4	1
Lack of institution research capabilities	-	-	-
Lack of student financial aid	1	1	1
Lack of physical space	-	2	2
Lack of appreciation for others' academic disciplines ☒	-	-	1
Limited extra-curricular events	-	-	-
Insufficient general education course offerings	-	-	-
Aging faculty/staff	1	-	-
Under-prepared students entering	-	-	-
Location – remote nature	-	-	-
Some under-enrolled programs	-	-	-
Lack of comprehensive equipment replacement plan ☒	2	2	-
Low morale	-	1	-
Slow program implementation	-	-	-
No consistency to enforcement of policies	-	-	-
Parking	-	-	2
Poor customer service	-	-	-
Willingness to waste	-	-	2
Not enough revenue generating disposal of equipment	-	-	-




SWOT Session - Wednesday, October 18, 2006

OPPORTUNITIES

<i>NMCC Opportunities</i>			
Partnering of business/industry for “hands on” training – students and employees <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2	1	-
Develop literacy reading program of local schools	-	-	-
Increased program capacity	2	-	-
More marketing to increase low enrolled programs <input checked="" type="checkbox"/>	-	2	-
Increase number of health related programs	-	-	-
Petition legislators to increase funding	1	-	1
Research building coalitions with other high schools/universities statewide <input checked="" type="checkbox"/>	-	-	1
Expand remote sites and alternative delivery days, times etc.	2	4	1
Major gifts campaign	-	-	-
Expand internships <input checked="" type="checkbox"/>	-	-	3
Open door policy between employees, staff, faculty and students	-	-	1
Utilize community service projects	-	-	-
Maintain a leadership role in education	-	-	3
Utilize existing unique and successful educational models	1	-	4
Seek additional funds for trades building expansion	2	2	-
Link more closely of economic development	-	1	-
Expand high demand or unique niche (programs)	-	-	1
Expand presence of international students	-	-	-
Create a higher ed consortium in Aroostook County <input checked="" type="checkbox"/>	3	2	1
Gain efficiencies in current program offerings	-	1	-
Seek more public/private grant opportunities	2	1	-
Market region as well as program/college strengths	1	2	-

SWOT Session - Wednesday, October 18, 2006




THREATS

<i>NMCC Threats</i>			
Declining/aging population/demographics ☒ ☒ ☒	1	1	1
MCCS decisions	-	1	1
Aging employees ☒ ☒ ☒	-	1	1
Low enrollment	-	-	-
Regional economy ☒	2	-	1
Politics – political environment (i.e. N/S Maine) ☒	-	1	-
Advancement of other community colleges, tech institutes/competition UMPI, Husson etc. ☒ ☒ ☒	1	3	-
Public Embarrassments	-	-	-
New rules and regulations ☒	-	-	-
Maintaining accreditation	2	1	-
Qualified instructors ☒	-	1	1
Keeping up with changing technologies	-	-	4
Winter weather/season/lacation ☒	-	-	-
Unfunded government mandates	-	3	-
K-14 model (Dept. of Ed-future plans) changing high school graduation requirements	-	-	1
Threat of loss federal funding (i.e. Perkins)	1	-	1
Lack of control over college employee contracts/wages – low comparable to outside	-	-	-
High energy costs ☒	1	-	1
High tax burden and other people’s reaction (i.e. TABOR) ☒	-	-	-
Funding Limitations	4	-	1
Homeland security concerns – employees/students crossing the border ☒	-	-	-
Employment opportunities low in area ☒	1	1	-
Limited student internship opportunities	-	-	-

Northern Maine Community College – SWOT Analysis
Attachment D-3




SWOT Session Results - October 24

STRENGTHS

<i>NMCC Strengths</i>			
Location of college – small town	-	-	-
Small class size – instructor/student ratio	1	1	-
Strong programs – Experienced instructors and staff <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	10	3	1
Leading edge I.T. department	-	-	-
Students made to feel welcome – strong student services <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	3	3	-
Affordable cost	2	2	1
Agreements with other institutions (articulation) <input checked="" type="checkbox"/>	-	3	-
Peer mentoring program	-	-	-
Facilities and equipment – good shape/quality <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	-	-	6
Personalized attention <input checked="" type="checkbox"/>	-	2	2
Faculty know their students	-	1	1
Supportive Community <input checked="" type="checkbox"/>	1	1	2
Inter-department support	-	-	-
New marketing campaign	-	-	-
Students helping other students	-	-	-
Support for student groups on campus	-	-	-
Diversity of program offerings <input checked="" type="checkbox"/>	-	-	-
Good reputation in community/good community outreach <input checked="" type="checkbox"/>	1	1	-
Leadership by administrators, faculty, staff	-	1	1
Employee loyalty to college	-	-	1
Forward looking/progressive	-	-	1
Strong foundation	-	-	1
Teamwork of faculty/staff	-	-	1
Emphasis/strong retention programs	-	-	-

SWOT Session - Tuesday, October 24, 2006

WEAKNESSES

<i>NMCC Weaknesses</i>			
Supply budget too low – IT supplies	3	-	4
Low admission standards	7	-	-
Student not aware of articulation – “move on” agreement	-	-	1
Lack of awareness of internship/apprentice opportunities	-	1	2
Tendency to determine class size by physical size of the room – not course content	-	2	-
Students playing the system (Financial Aid)	-	-	1
Allowing smoking by main entrance	-	3	1
Inconsistent enforcement of parking policies	-	-	-
Lack of visitor parking ☒	-	-	1
Outside ground maintenance in need of improvement	-	-	1
Parking area not well-lit	-	-	-
Full-time faculty/staff numbers too low	-	1	1
No student lounge ☒	-	2	1
Not enough communication for custodial staff	-	-	-
Updating nursing labs equipment needed ☒	-	1	1
Some buildings upgrades needed i.e. res halls	-	1	-
Perception that students need to go elsewhere for quality	1	1	1
Faculty/staff salaries not competitive	3	3	-
Lack of visibility – where we are physically located	-	-	-
Students not getting what they need by “dumbing down” classes	1	-	-
Not enough online course offerings	-	1	1
Not enough tutoring/remedial succ.	-	-	-
Course rotation – some offerings not frequent enough	-	1	-
Lack of meeting, classroom, office space, or storage	3	1	1
Lack of transportation for students	-	-	-




SWOT Session - Tuesday, October 24, 2006

OPPORTUNITIES

<i>NMCC Opportunities</i>	●	●	●
Increase of opportunity for internship with business	7	5	1
Get more involved in economic development	1	1	-
Increasing number of high school grads attending college	-	-	-
New delivery options for working and non-traditional students i.e. online, evening weekend ☒	3	2	1
Opportunity to utilize support services in community	-	1	-
Capitalizing on equipment donations	-	1	-
Expansion of Allied Health programs – demand	-	4	-
Partnership with other institutions i.e. Husson ☒	1	2	3
Accessing opportunities with partner business	-	-	-
Seizing opportunity to publicize programs	1	-	3
Loring Commerce Center	-	1	1
Cultivate and capitalize on community goodwill for college	1	-	3
Move to community college and 2-yr liberal arts degree	1	-	1
Business upgrades in region	-	-	-
More modulation of courses for ease of transfer – strengthening partnerships with high schools	-	-	2
More industry certification opportunities	2	-	-
Collaboration with Native American population/Canada	-	-	1
Collaborative purchasing agreements	-	-	2
Expansion of foundation collaboration	-	-	-
Dual enrollment with high school	-	-	-
Dual majors (internally)	-	-	-
Lead/direct economic development - practice and reactive	1	1	-

SWOT Session - Tuesday, October 24, 2006




THREATS

<i>NMCC Threats</i>			
Lack of budget and state support ☒	9	3	-
Grants – student support services dependant on “soft money” ☒	-	1	-
Quality of students – high school prep./work ethic ☒	1	1	2
Federal regulations and guidelines ☒	-	1	1
Aging faculty and employees	-	3	1
Out migration from region/declining population ☒☒☒	1	2	1
Becoming smaller compared to others in C.C. system	-	-	-
TABOR and other Tax cap-style initiatives	1	1	-
Lack of space due to agreement i.e. Husson	-	-	-
System salaries not competitive compared to industry	-	-	1
Becoming too accommodating to social suc. agencies resulting in jeopardizing academic integrity of programs	-	2	6
Perception of parents that trade/tech programs don’t equal jobs	-	1	-
Progress – keeping up with technology programs facilities	-	1	1
Competition – need to keep up with other schools	-	-	1
Cost of educational supplies increase	2	-	1
Compliance with industry standards for programs	-	-	-
Students/graduates ability to critically think lacking	3	1	-
Some area employers don’t appreciate value of college education	1	1	2

Northern Maine Community College – SWOT Analysis
Attachment D-4

SWOT Session Results - October 25

STRENGTHS

<i>NMCC Strengths</i>			
Faculty and staff dedication <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	13	-	1
Supporting non-traditional students	-	-	-
Small student body (name not a number) <input checked="" type="checkbox"/>	-	-	-
Small class size <input checked="" type="checkbox"/>	-	-	1
Great department chairs/managers	-	-	-
Great support services for both faculty and students <input checked="" type="checkbox"/>	-	3	-
PR and marketing improvements	1	-	1
Community support <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	-	4	-
Successful grads/alumni support <input checked="" type="checkbox"/>	-	1	4
Focus on accreditation standards <input checked="" type="checkbox"/>	-	1	-
Up-to-date programs i.e. IT <input checked="" type="checkbox"/>	-	4	1
Physical appearance of the campus <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	-	1	-
Partnership with other institutions i.e. Advantage U, Husson, early college for ME, tech prep, WCCC, EMCC <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	-	-	2
Student organizations/involvement <input checked="" type="checkbox"/>	-	-	-
Cost vs. value of education <input checked="" type="checkbox"/>	1	2	6
Experiential learning (hands on)	-	-	-
Modern infrastructure	-	-	1
Safety	-	-	-
Learning center <input checked="" type="checkbox"/>	1	-	-
Library	-	-	-
Technology in IT dept. and labs <input checked="" type="checkbox"/>	-	-	-
Portal	-	-	-
Unique programs <input checked="" type="checkbox"/>	-	-	-
Job placement rate on graduation <input checked="" type="checkbox"/>	-	-	-
Support for ongoing maintenance/repairs/custodial <input checked="" type="checkbox"/>	-	1	-
Housing services <input checked="" type="checkbox"/>	-	-	-
Ability to meet the community needs	1	-	-
Availability of computer labs	-	-	-
Variety of extra-curricular activities for small campus	-	-	-
Counseling support services	-	-	1
Longevity of staff	-	-	-
Freshness/invigorating energy of new students	-	-	-
Advisory committees for individual programs	-	-	-
Accessibility of day classes	-	-	-

SWOT Session - Wednesday, October 25, 2006

WEAKNESSES

<i>NMCC Weaknesses</i>			
Aging faculty/staff (no succession plan) ☒☒	3	1	-
Aging equipment/technology ☒☒	-	-	1
Communication within/between office and/or departments ☒☒☒	6	2	2
Communication reception with students ☒☒	1	-	1
Lack of student responsibility/involvement ☒	1	1	-
Lack of professional development ☒	-	-	-
Lack of supervisor training	-	-	-
Lack of leadership ☒	2	-	6
Lack of creative problem solving	-	-	1
Lack of risk taking	-	-	-
Lack of creativity	-	-	-
Slowness to change	-	-	-
Inability to listen to all voices, students/faculty	-	-	-
Poor management – labor relations	-	-	-
Cost of res life and food high for quality and customer service ☒	-	1	1
No consensus on campus of what mission is	-	-	-
Too much money on athletic and admission	-	-	-
Understaffed during recruitment time	-	-	-
Low morale ☒☒	2	7	-
No human resources	-	-	2
Decision making – inability	-	1	-
Poor implementation of decisions ☒	1	1	-
Student retention	-	-	-
Lack of course offerings	-	-	-
Class scheduling problems	-	-	-
Not replacing faculty/staff ☒☒	-	-	2
Lack of comparable rigor of courses taught by adjunct ☒	-	-	-
Lack of orientation for employees/students	-	-	-
Lack of funding ☒	-	2	-
No one in lobby ☒	-	2	-
Technology – not all classes equipped equally	-	-	-
Lack of space ☒	-	-	-
Scheduling of classes – and communicating that change	-	-	1
Attendance policy needs reworking	-	-	-
Job creation/shifting without planning/discussion	-	-	-
Summer changes without planning or discussion	-	-	-

Loan disbursement to students – scamming	-	-	-
Micromanaging i.e. budget	-	-	1
Poor support services/lack of funding	-	-	-
Lack of faculty involvement – apathy	-	-	-
Cost of delivering programs, fees, etc.	-	-	-
Over committed students – extended themselves too thin	-	-	-
Quality of students admitted	-	-	-
Lack of remedial	-	-	-
Lack of cohesive faculty	1	-	-
Poor financial communication with students	1	-	-

SWOT Session - Wednesday, October 25, 2006

OPPORTUNITIES

<i>NMCC Opportunities</i>	●	●	●
Support for Opportunity Maine Campaign	1	-	-
Expansion of current programs ☒	3	2	-
Creating new programs ☒	-	1	-
Customized training ☒	-	3	2
Utilizing the aging population	-	-	-
Training partnerships with businesses ☒	2	3	2
Grant funding from outside resources	-	-	-
More partnerships with UMS, Husson and others ☒☒☒	1	1	-
Expanding H.S. (tech prep)	-	-	-
Articulation agreements	-	-	-
Service learning	-	-	-
Offer more weekend courses	-	-	-
More customized healthcare programs	-	-	-
Online credit resources	1	-	-
More diverse courses at satellite locations	-	-	-
New students annually	-	-	1
Airing new people (fresh ideas)	1	-	-
Utilizing faculty/staff talents	2	2	1
Internships/co-ops with area businesses	1	-	-
Market/grow Trade-tech areas	-	-	6
Public relations ability to increase visibility of NMCC	4	1	3
Community college mission	1	5	1
Geographic/location – ability to offer programs to fit the need in area	2	1	3

SWOT Session - Wednesday, October 25, 2006

THREATS

<i>NMCC Threats</i>	●	●	●
Steady decline of workforce dev. funding ☒	1	2	-
Geographic location ☒☒	-	-	-
Federal financial aid decrease ☒	-	2	1
Appropriations ☒	4	1	-
Campus getting less students from area	-	-	-
Declining students (H.S.) enrollment ☒	-	1	-
Lack of qualified faculty – unable to recruit from away	-	-	-
Vulnerable to acts of violence and “terrorism”	-	-	-
Industry decline/change technology replacing grads	-	-	1
Other educational faculties competition ☒	-	2	1
Caliber of students – unprepared ☒	-	6	2
Difficulty of students to find employment	-	-	1
Rising costs, including energy/economy ☒☒☒	9	-	1
Weather	-	-	-
Out migration – declining population ☒	-	-	-
Loss of accreditation	-	-	-
Declining federal (soft) funding ☒	1	-	4
Rigor of courses for transferability	-	-	-
Foreign relations – border issues	-	1	-
Nature of two-year commuter school	-	-	-
Duplication of programs system-wide	-	-	2
Unfunded federal and state mandates	-	-	-
Unions	-	-	-
Tater meal	1	1	-

Northern Maine Community College – SWOT Analysis
Attachment D-5




SWOT Session Results - November 1

STRENGTHS

<i>NMCC Strengths</i>	●	●	●
Modern Faculty ☒☒	-	-	-
Strong IT – human resource ☒☒☒	1	2	5
Growing use of distance technology ☒	-	-	-
Nursing model of distance ed = more students, greater access	-	-	-
Supportive faculty	3	4	1
Invested faculty – in institution	-	2	-
Good support faculty – student focused ☒	-	-	-
Joyce is the spine of the college	-	1	-
Real effective PR –marketing ☒	-	-	-
Reputation of college and programs in community ☒	1	3	2
Central location of the college	-	-	-
Affordability ☒☒	1	-	3
Use of technology – distance ed	-	1	-
Strong support services – learning center, counseling, staff ☒☒	2	2	1
Experienced workforce – employee longevity ☒☒	1	1	4
Personalized attention to students/small class size ☒	3	-	-
Instructors dedicated to students ☒	1	-	1
Diversity (age) of student body	-	-	-
Emphasis on occupational training/hands on learning ☒	4	4	4
No community college competition in region	-	-	-
Campus open to change and discussion	-	-	-
Compete well with university	-	-	-
Open door policy students with advisors	-	-	-
High quality education	8	2	2
Transfer agreement with other institutions	-	1	-
Portal and Polycom system	-	1	-
Campus small size	-	1	-




SWOT Session - Wednesday, November 1, 2006

WEAKNESSES

<i>NMCC Weaknesses</i>			
Out-of-date equipment ☒☒☒	3	3	2
Decreased funding and additional resources ☒☒	6	2	2
Over-worked and under-staffed ☒	1	1	2
Lack of communication – interdepartmental impact ☒	1	1	4
Decreased communication of public school systems (expectations)	-	-	-
H.S. counselors unaware of NMCC offerings	-	2	-
Slow to change like industries do	-	-	1
Difficulty recruiting faculty/staff due to low pay	-	-	3
Lack of/insufficient signage	-	-	-
Need to recognize internal customers	-	-	-
Loss of “finals” week	-	-	-
Increased use of adjunct faculty ☒	-	2	1
Crowded spaces – class and lab	-	1	-
Lack of sufficient personnel (learning center) ☒	-	4	-
Computer accessibility – open labs used for other commitments	-	-	-
Decreased learning center hours	-	-	-
Loss of student group areas (used as conference rooms)	-	-	-
Perception by system office of this campus	-	-	-
Recruitment of potential students ☒	-	-	-
Incoming student testing – impact on classes and morale ☒	2	-	1
Too little promotion of individual programs	-	-	-
Attendance policy – especially defining for unexpected occurrences	-	2	2
Decreased communication between faculty/staff and students (i.e. schedule changes)	2	-	1
Insufficient remediation	-	-	-
No central info center (automated phone, no receptionist)	5	1	4
Lack of resources for professional development	-	1	1
Attrition rate	1	-	-
Leadership	3	1	1
Disconnection between upper management and faculty	1	-	-
Lack of visibility of management	-	1	-
Quality of students	-	1	-
Communication poor with commuters	-	1	-

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OPPORTUNITIES

<i>NMCC Opportunities</i>			
Additional allied health programs ☒	5	-	1
College transition program – adult student readiness	-	1	-
Increase offering at off campus centers	-	-	-
Broadening recruitment of New Brunswick residents	-	-	1
Increasing recruitment in high schools ☒	-	1	1
Expanding use of technology in delivery of services ☒	1	1	-
Expanding summer offerings	-	1	1
Increasing number of articulation agreements ☒	-	-	-
Using computer to expand program offerings – multi-media/gaming ☒	-	-	1
Focused recruiting on low-enrolled programs	3	5	-
Grow collaborative opportunities with business ☒	3	1	2
Pursuing grant funding	2	4	6
Mentoring for new faculty vis-à-vis aging faculty	-	1	1
Upgrading recreational facilities i.e. gym, weight room	-	2	1
Offering certificate programs for specialized training ☒☒	-	-	1
Capitalize on affordability/financial aid opportunity	-	-	3
Establish better communication with career centers	6	1	-
Build better partnership with tech prep, adult ed, CTE schools	-	1	-
Increase internships	1	-	1
Develop partnership with business – tuition reimbursement	-	-	-
Senior college – course work for retired	-	-	-
Expand associate degree programs	-	2	1
Occupational safety degree program	-	-	-
Utilize internal expertise to expand programs	-	-	-
Bond issue for more funding	-	3	2
Have more efficient driving force in leadership	-	-	-
Major Gift Campaign	3	-	1

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THREATS

<i>NMCC Threats</i>	●	●	●
Funding (state, federal, economical, political) ☒☒☒	18	4	1
Declining enrollment/population ☒☒	-	2	2
Adequate and qualifying personnel with existing salary base ☒	1	2	4
Increased cost of utilities ☒	-	-	-
Competition (online resources, for-profit colleges, etc.) ☒☒	-	2	-
Lack of high school guidance counselors promoting college	-	1	1
Demographics of region surrounding college ☒	-	-	-
Students nor prepared for college i.e. lack of study skills, technology ☒	3	-	4
Elimination of diploma programs – impact of financial aid on this	-	-	-
Allocation for funding levels ☒	-	2	-
Economy of Aroostook County (lack of jobs) ☒	2	1	10
Financial strain on students for both schooling and work	-	-	-
IT department – current technology (rapid changes)	-	-	-
Retiring workforce (faculty) ☒	-	-	-
State/federal legislation i.e. Perkins ☒	-	9	1
Regional isolation (geographic) ☒	-	-	-
Increased cost of benefits for employees	-	-	-
Lower enrollment in programs (business, accounting)	-	-	-
Limited capacity to meet need of clinical rotations	-	-	-
Faculty overload	-	-	-
Limited regional employment opportunities for graduates	-	2	-
Merger threat by UMS	-	-	-
Reputation threat to college	1	-	2

Northern Maine Community College – SWOT Analysis
Attachment D-6

SWOT Session Results - November 8

STRENGTHS

<i>NMCC Strengths</i>	●	●	●
Reputation ☒☒☒	2	3	1
Low cost/affordable ☒☒☒	2	3	-
Faculty/student interaction – availability ☒☒	5	3	2
Small campus	-	-	-
Specialized training to prepare for workplace ☒	-	1	5
Transferable credits	-	-	-
Learning center ☒	2	-	-
Age diversity of students	-	-	1
Uniqueness of trade/tech programs	1	1	1
Location	-	-	2
Integration and partnership – community ☒	1	2	1
Responsive to community needs	-	-	2
Employees	-	1	1
Quality of instructors ☒	7	2	-
Flexibility of instructors	-	1	1
Facilities – campus well-maintained	-	1	-
IT office	-	-	-
Small class size- personal attention	-	-	1
Flexibility of programs – add/take down	-	-	-
Ingenuity i.e. portal	-	-	-
Support services i.e. counseling	-	2	2

SWOT Session - Wednesday, November 8, 2006

WEAKNESSES

<i>NMCC Weaknesses</i>			
Learning center staffing <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	3	2	2
Limit of programs available	-	-	-
Lack of money <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	2	1	6
Communication <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	5	-	-
Lack of space <input checked="" type="checkbox"/>	-	-	-
Lack of ownership (decisions made without sufficient input by all)	-	-	-
Signage	-	-	-
Lobby <input checked="" type="checkbox"/>	-	-	1
Phone system <input checked="" type="checkbox"/>	-	-	1
Noise level	-	-	-
Smell (tater meal) <input checked="" type="checkbox"/>	1	-	-
Committee structure	-	-	-
Lack of resources for professional development, staff and employees <input checked="" type="checkbox"/>	1	2	1
Inconsistent attendance policy (some follow, some don't) <input checked="" type="checkbox"/>	-	-	1
Quality of some students academically i.e. open admission, lack of remedial courses	2	1	-
Class size overload (labs prominent)	1	-	-
Lack of creativity and innovation	1	1	1
Reduction of instructors in some departments	-	3	-
Lack of staff	-	-	-
Better orientation for new employees	-	3	-
Lack of policy enforcement	1	-	1
Closer link between part-time and full-time faculty <input checked="" type="checkbox"/>	1	-	-
Satellite (off-campus centers) oversight – need closer link	-	-	-
Lack of updated technology	-	1	-
Unprofessional attitude	-	1	-
Leadership	-	-	1
Lack of recognition of importance of liberal studies program	1	-	-
Disinterest of students	-	-	-
Lack of extracurricular activities	-	-	-
Lack of arts programs	-	-	-
Transferability of classes coming in	-	-	-
Maintenance of general parking	-	-	-
Sterile environment (lack of color)	-	-	-
Competing with UMS – should be unique	-	-	-
Participation in athletics	-	-	-

Reputation	-	-	-
Yearly activities stagnant	-	-	-
Academics	-	-	-
No student lounge	-	1	3
Lack of pay	-	-	1
Lack of staff opportunity	-	2	-




SWOT Session - Wednesday, November 8, 2006

OPPORTUNITIES

<i>NMCC Opportunities</i>	●	●	●
Use of facilities for outside groups	-	-	-
Partnership with other institutions i.e. Husson, UMPI ☒☒	2	1	-
Distance learning (online classes)	-	-	-
Attract more students from high school ☒☒	1	7	3
Explore Canadian market for students ☒☒	-	-	-
Expansion of programs (add staff) i.e. paralegal, Allied Health ☒	3	-	3
Use innovation/ideas of employees	-	-	-
Expand senior class offerings	-	-	-
Partner with Wintergreen Arts Center	-	-	1
Partner more with business ☒	-	-	6
Capitalize on County's strong work ethic	-	2	-
Southern Maine sprawl – attract folks up here	-	-	-
Opportunity Maine initiative	1	-	-
Ability to transfer to 4-year program	1	-	1
Capture marketing opportunities ☒	-	2	-
Utilize natural wonder of Northern Maine	3	-	-
Possibility of Allied Health Center	3	1	2
Upgrade skills of local business employees	-	-	-
More hands-on learning at worksites	-	-	-
Improve communication between faculty and learning center for intervention	2	1	-
Educate high schools about programs and changes	1	-	-
Educate community about who we are	-	1	-
More focus on grant writing (assigned staff)	-	-	-
Expand continuing ed opportunities – lack of	2	1	-
Take advantage of no P.I. movie theater	-	-	-
Use faculty expertise to offer public sessions	-	1	-
Utilize alumni – engage	-	1	1
Day care center	-	1	1

SWOT Session - Wednesday, November 8, 2006

THREATS

<i>NMCC Threats</i>			
Low employee/student morale ☒	-	3	-
Loss of focus on the mission	1	-	-
General reputation of community colleges	-	-	-
Economy – lack of job opportunity ☒	5	5	2
Outmigration/county demographics ☒☒☒	6	3	2
Drop-out rate	-	-	-
Lack of communication	1	1	-
Student attitude with on-campus housing	-	-	-
Meal plan policy ☒	-	-	-
No lobby ☒	1	-	1
UMS – numerous opportunities (competition) ☒	-	-	-
Keeping up with technology	-	-	-
Lack of student knowledge of learning center	-	1	-
Disrespect (students to faculty, faculty to students, students/faculty to peers)	-	-	-
Lack of staff/faculty/administration confidence	-	-	-
Lack of faculty ☒	-	-	-
Aging buildings and people ☒	-	1	2
Safety of the campus	1	-	-
Uncertainty of budget ☒☒	2	7	3
Separation of community colleges from 4 year institutions	-	-	-
Student pool	-	1	-
Remoteness	-	-	-
Climate (weather) ☒	-	-	-
Lack of childcare	-	-	-
Social activities	-	-	1
English as a second language	-	-	-
Lack of diversity	-	-	-
Decreased value of education	-	-	-
1 st generation students – knowledge of need to go to college	1	-	1
Literacy level	-	-	-
Lack of high school preparation	1	1	1
No Child Left Behind	-	-	-
Poor environment (noise, smell) ☒	-	-	-
Pay scale for graduates	-	-	-
Emergency phone number updates	-	-	-
Lack of ground maps	-	-	-

Lack of student interest	-	-	-
Utilities/transportation costs	-	-	-
Other online courses	-	-	-
Increase of drug use	1	-	3