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January 17, 2023

Lawrence M. Schall, J.D., Ed.D., President
New England Commission of Higher Education
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RE: NMCC Fifth Year Interim Report

Dear President Schall:

On behalf of the faculty, staff and students at Northern Maine Community College I am pleased to provide our fifth-year interim report for the Commission's review. I would like to take this opportunity to express my appreciation to you for the work the Commission undertakes on behalf of higher education institutions in New England. I also want to acknowledge the work done by Academic Dean Angela Buck and the members of the campus community who have contributed to this report and the advancement of the college.

I look forward to hearing from you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Timothy Crowley", with a long horizontal flourish extending to the right.

Timothy Crowley, President



Northern Maine Community College

Fifth Year Interim Report

January 17, 2023

Presque Isle, ME

“Transforming Lives Through Education”

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Introduction

With this Interim Report, Northern Maine Community College in Presque Isle Maine provides the Commission with a brief overview of its activities and achievements since the 2018 Self-Study.

Preparation for this report began in earnest with the Academic Dean and the Administrative Assistant to the Academic Dean participating in a Special Session for Chief Academic Officers and Accreditation Liaison Officers provided via Zoom by NECHE on August 3, 2021. This session was valuable in providing the two representatives with foundational information regarding NECHE Accreditation including the role of the CAO and ALO in accreditation; regional accreditation and NECHE; standards for accreditation; policies and revisions to policies and procedures; substantive change; the accreditation cycle; team chairs and evaluators; and CA/ALO role in policy matters. The representatives were able to review who the appropriate individuals are in these positions and identified the need for the selection of an ALO.

The two representatives also participated in an Interim Report Workshop hosted by the Commission on February 3, 2022, via Zoom. Two representatives from the College attended virtually and received greater insight into several key areas, particularly related to the largest part of the report with the Reflective Essay. The workshop provided details in the Report Format, Areas of Emphasis as well as an Overview of the *Standards for Accreditation and Federal Regulations*.

At that time, the Academic Dean initiated a plan to work on the draft Interim Report, which included a team of colleagues including:

- Timothy Crowley – College President
- Angela Buck – Academic Dean
- Matthew Grillo – Dean of Students
- Michael Williams – Director of Finance
- Barry Ingraham – Dean of Facilities and Technology
- Griffin Goins – Dean of Development & Public Affairs
- Leah Buck – Assistant Dean of Continuing Education
- Lindsay LeBlanc – Human Resources and Payroll
- David Raymond – Arts & Sciences Department Chair

- Eileen McDougal – Nursing & Allied Health Department Chair
- Dwight Clayton – Business Technology Department Chair
- Pamela Buck – Trade & Technology Department Chair
- Andrew Gagnon – EMS Department Chair
- Thomas Richard – Wellness Center Director
- Abby Clark – Senior Administrative Assistant to the Academic Dean

Each member of the team was responsible for a small group representing one of the Accreditation Standards as part of the Interim Report. Each small group met and reviewed the criteria established by NECHE for submission of their respective areas. Participants of each group provided feedback for their section of the document. Upon receipt of the materials, an initial draft was completed and then circulated throughout the College faculty and staff to ensure that it accurately portrayed the institution and captured recent achievements. As with the self-study produced for the 2018 Self-Study, the processes leading up to this report were just as valuable as this, the final product. The College thanks the Commission for its ongoing commitment to assisting Northern Maine Community College's continuous improvement.

Institutional Overview

Northern Maine Community College was founded as Northeastern Maine Vocational Institute in 1961. In the early years, the College was part of a system of vocational-technical institutes governed by the State of Maine Department of Education. Chronic underfunding and neglect led the State Legislature to remove the Maine Vocational-Technical Institutes from the control of the Department of Education and set them up in 1986 as a two-year higher education system governed by an Executive Director, a System Office, and a Board of Trustees. The MVTIS got off to a rocky start with confusion over the higher education mission of the institutes, so the legislature changed the name of the VTIs to “technical college” in 1989. The Maine Technical College System’s mission was expanded in 2003 when it became the Maine Community College System. What remained constant during these transitions was the College’s commitment to technical education that prepared people to join the workforce.

NMCC currently offers more than 30 academic programs that lead to an Associate Degree or a certificate. Most programs are designed to give students the technical knowledge and skills as well as the essential general education with which to pursue a career after graduation. The Liberal Studies program offers students the opportunity to obtain their first two years of a baccalaureate credential at NMCC before transferring to another college or university. Several transfer agreements with four-year institutions assist students in continuing their education. NMCC also offers a wide range of credit and non-credit courses through the evening, summer, and online offerings. NMCC maintains a robust Workforce Development/Business and Industry Training division that serves local employers and their employees seeking new skills.

All of the programs are offered to women and men, and each is encouraged to enroll in programs considered nontraditional for their gender. Qualified people with disabilities are also encouraged to apply and are provided with appropriate support services.

The College has been anticipating and meeting emerging training needs related to the healthcare workforce shortage that escalated during the pandemic. The pandemic has only magnified and expedited the need to provide training to meet the need in professions already identified with

significant workforce shortages. To address these workforce shortages, NMCC is participating in several system-wide initiatives designed to support statewide economic development efforts.

Seeking funding support from the state and local governments, NMCC expanded both the Commercial Driving Academy and the Mechanized Logging Program, to allow the state's critical industries to adapt to supply chain restrictions while connecting underemployed Mainers with high-demand skills.

During the same period of time, the College adapted its curriculum, including synchronous online learning when possible, to expand access to students facing schedule challenges, primarily parents and those already working full or part-time. The College also expanded the capacity for high-demand programs including electrical construction and shifted the practical nursing program from a workforce-development effort into a recurring for-credit program that can feed into the registered nursing program if necessary. All of these decisions reflect the organization's commitment to remaining a catalyst for economic growth and the development of human potential.

Response to Areas of Emphasis

Implementation of the Strategic Plan

The College has taken steps to expand and support diversity, equity, and inclusion (DEI) on campus. An internal review of our faculty workload agreement demonstrated an inequity in the calculation of workload for faculty. The contract between the Maine Education Association (MEA) and the Maine Community College System allows for each campus to adjust its faculty workload agreement. The Faculty /Management Committee at NMCC found that faculty workload was being discounted compared to the workloads calculated for faculty delivering only lecture classes. In many cases, faculty were providing classes and lab instruction that exceeded 23 hours per week for a full teaching load while others were lecturing for 15 hours per week to reach their full teaching load.

In addition to teaching inequities that needed to be addressed, the College's DEI review found that some faculty embraced the role of student advisor while others felt it was not part of their duties and responsibilities. This gap in understanding needed to be addressed. The new faculty workload agreement implemented in Fall 2021 defines a full teaching load as "15 contact hours per week regardless of the mode of instruction." In a return to the spirit of the language in their contract, all full-time faculty have accepted academic advising as part of their responsibility, within the major or discipline they teach. The change addresses a long-standing inequity in regard to faculty compensation and workload.

As has been stated earlier in this report, the demographics of the region provide a significant challenge for workforce development as well as student enrollment. NMCC has embarked on a process to educate the community about the value of supporting new Mainers and encouraging Diversity, Equity & Inclusion (DEI) education and training. Towards this end, in the fall of 2022, NMCC created a position focused on building relationships with immigrant populations and establishing a refugee resettlement effort in our community [<https://www.nmcc.edu/about-nmcc/news-info/employment-nmcc/>].

NMCC worked with the Presque Isle City Council to fund this position through a block grant, which was proposed and supported at a public hearing. Expanding cultural diversity, refugee resettlement, and education of the community are focal points for this work and integral to the long-term prosperity and

sustainability of the region, which is a Core Value of the College. This work has been shared with the campus and the public and is being embraced by both. The growth of the Northern Maine community and the NMCC campus will be enhanced by attracting people from outside our state and country, and NMCC has an important role to play in leading this effort.

In addition to the College's efforts to create a refugee resettlement community, the campus has embarked on an effort to recruit international students. With the support of the MCCC and the NMCC Foundation, the College established an international recruiting effort. This fall NMCC welcomed four students to NMCC from Jamaica, Ghana, and Trinidad. This further supports our effort to create a more diverse community while also having the potential to address workforce concerns. These steps are each incremental, but also critical to move the community toward a more diverse future.

The College's effort to systematically utilize data to inform our decision-making and actions has taken several forms. The College is in the process of implementing new data-gathering tools that will assist the campus and the MCCC in becoming more efficient and responsive. The MCCC has changed the program review process to regularly include data, itemized by program-of-study: enrollment, persistence, and completion rates for students. This data is collected each year and provided to campus advisory committees annually, and to the Board of Trustees every five years.

By collecting this data each year and preparing to present it to the Board of Trustees every five years, program review and development has become an ongoing process, which includes evaluation of student outcomes, course outcomes, enrollment data, and cost.

The change in NMCC's learning management system to Brightspace provides additional tools for faculty, students, and administration to assess course program outcomes. All faculty utilize Brightspace, and faculty and staff are available to assist as they work to fully utilize this system. The educational effectiveness of this tool will be determined in part by NMCC's success in having all faculty utilize the available data. The Academic Dean and Department Chairs provide regular workshops and training for faculty to help them become proficient with the learning management system and provide necessary software updates as needed.

The efforts to stabilize enrollment and grow the student population have been accelerated as the College responded to the challenges of COVID-19. The admissions staff developed a systematic approach to the admissions process and removed barriers for students interested in attending NMCC. Later sections of this report will highlight the dramatic increase in enrollment at NMCC, impacted by several contributing factors.

“Enrollment at NMCC has been impacted by several factors this fall,” College President Tim Crowley stated. “The Maine State Legislature focused its attention on community colleges while rebounding from the pandemic. The state passed legislation to offer free tuition and fees for recent high school graduates, and also provided funding to expand nursing programs. The discussions surrounding this action—at both state and local levels—brought the value of community college education into sharp focus.”

The primary reason for this growth is the systematic plan developed and implemented by the NMCC admission team and college staff. The processes that have been put in place have streamlined and systematized the College’s enrollment processes.

The development of online instruction provided a bridge to students who were unable or unwilling to come to campus. It also provided an opportunity for NMCC to reach students the campus had not reached in the past. The faculty and staff produce a high-quality online experience for students, which has expanded enrollment in programs that can be delivered online.

The MCCS and NMCC have conducted an extensive review of campus facilities. This study was completed by Gordian Building Knowledge. This process has provided data that will be used to focus on a comprehensive facility plan for the Maine Community College System and for Northern Maine Community College. This is the first step in updating the campus's comprehended facilities plan.

Implementation of Enrollment Management

The admissions team at Northern Maine Community College has focused extensively on enrollment and the development of a comprehensive Enrollment Management Plan (available upon request). Continued evaluation, improvement, and implementation of this plan are top priorities. As part of this effort, the admissions team also highlighted specific tactics used to meet institutional goals and defined the criteria that will be used to measure success.

The 2022 fall semester has seen a significant increase in applicants and school visits/college fairs. In October of 2022, NMCC hosted a well-attended on-campus open house with over 400 visitors. The event's success can be attributed to an understanding that in order to maintain our commitment to sustainability, it is critical to demonstrate the College's commitment to excellence to a new generation of learners. For many, this is best demonstrated through campus visits and in-person outreach.

Student retention continues to be a major focus of the institution. As previously reported, the institution enjoyed improvements in retention as a result of the Achieve the Dream (ATD) initiative (implemented from the Fall of 2017 to the spring of 2020). However, with the end of that initiative, efforts to improve retention and persistence are now monitored through the work of the NMCC Retention Committee.

Most recent data from The Integrated Postsecondary Education Data System (IPEDS) reports retention rates as follows (data is reported for full-time [FT] and part-time [PT] students per cohort): *Fall 2018 cohort, FT - 55%, PT - 30%; Fall 2019, FT - 53%, PT - 44%*. With the exception of the 44% for Fall 2019 PT, all of these rates fall slightly below the comparison group median. Given the abrupt and significant changes that ensued due to Covid restrictions in the Spring of 2020, when most classes were moved to online delivery, it remains a challenge for the committee to determine and target specific explanations for these results.

As a result of continuous monitoring of emerging data and best practices in light of the Covid impact, NMCC counselors continue to use Zoom virtual drop-in office hours as well as a real-time tool to see individual student metrics (attendance, grades, consistency of effort), which enables proactive intervention. Delivery of instruction has been enhanced through the use of Brightspace (D2L) and Panopto lecture recording capability to help bridge the gap for all classes, especially those delivered

online. Significant financial resources from a variety of sources (federal, private, state, NMCC Foundation, MCCA, and emergency COVID relief funds) have been dedicated to alleviating stressors such as access to reliable internet services, access to technology for online classes, hunger, transportation, technology, housing, and childcare.

According to the most recent report available, IPEDS graduation rates of full-time degree/certificate-seeking within 150% of normal time to program completion are the 2016 cohort, 37% and 2017 cohort, 42%. It is believed that efforts to attract non-completers to finish prior degrees, increased efforts to award prior learning credit, and full implementation of reverse transfer agreements with the University of Maine System has helped the graduation rate increase.

NMCC's current student loan default rate is 2.5%. The College has had a consistent and significant decrease in the total loan disbursement amount to students. This reflects the success of the College's loan counseling strategies and our ability to secure alternative financial resources for students. This decrease is supported by the Maine Free College program passed by the Maine State Legislature in 2022. One change to the College's loan default reduction practices is that NMCC no longer places transcript holds on student accounts if they do not finish their exit loan counseling. This was to align the College with recently passed State Statute LD 1838 intended to reduce such issues for students.

At an institutional level, the College continues to use rates of progression, retention, transfer, and graduation across all programs of study to measure student success and achievement. Since our last report, graduation rates have fluctuated between 29 and 37 percent (150% time). Retention rates have fluctuated between 57 and 65 percent. It is important to note that this highlights the years most impacted by the pandemic. Rates for part-time students vary between 19 and 31 percent, but, as before, these numbers are difficult to parse both because of the pandemic and the nature of part-time students at our institution.

In some programs, student success can continue to be tracked using licensure passage rates or certification exams. Many students in the Trade and Technology Occupations Department are eligible for national certification, as they were in our last report. Students of Nursing, Practical Nursing, Plumbing and Heating, and Emergency Medical Services programs take state and national licensure exams.

Ensuring Sufficient Professional Development

Northern Maine Community College has numerous options and funding sources for professional development activities. Each collective bargaining agreement for administrators, faculty, support staff, and supervisory staff requires that employees be reimbursed for the cost of tuition, conferences, workshops, and seminars. The faculty contract allows for \$2,500 per person, and the supervisory staff contract allows \$1250 reimbursement for employees annually.

NMCC supports faculty and staff who have professional licensures and certifications by reimbursing the employee for the cost of license renewal, as well as any professional development courses that are taken to fulfill license renewal requirements. Memberships in professional groups are also reimbursable expenses built into the program or department budget. Faculty and staff have been encouraged to submit any reasonable requests to attend workshops, seminars, conferences or to pursue academic credentials.

Concerns over the lack of professional development among the faculty appear to have been partly financial and partly anecdotal. Most departments do not have a dedicated pool of money for professional development, but there are funds available through the Perkins grant for those who teach in career and technical fields. However, resources are usually found to support professional development activities if the faculty member applies. The table below shows professional development activities over the past two years. This table belies the earlier concerns expressed in the 2018 self-study.

Professional development by type and department, 2020-2022

	Employees	Conference	Webinar	License	Course	Org	In-house
Arts & Sciences	10	4	5	0	2	7	10
Business	4	0	3	0	1	0	4
Allied Health	10	4	6	10	5	6	10
Trade & Tech	16	2	7	8	0	6	16
EMS	2	2	2	2	0	2	2
Total	42	10	21	18	8	19	42
		23.81%	50.00%	42.86%	19.05%	45.24%	100.00%

Administrative Days — informative training days that precede the start of each semester — have been used to provide professional development for faculty. This instruction has included training in online learning practices and the nuts and bolts of operating the Brightspace software to enhance online instruction. In addition, the MCCS has offered online webinars to help faculty better utilize Brightspace and maintains a “course” on everyone’s Brightspace page that provides on-demand training modules and a catalog of previous webinars offered by the MCCS on various topics.

A better system of tracking professional development activities will help the College track activities and quantify the equity of current professional development funds. For example, during the Fall 2022 Administrative Days, faculty attended sessions on “Microlearning - Great Things Come in Small Packages” by Dr. Angela Belnap, “What Do You Need to be Engaged in Creating Media for Your Course” by Dr. Jenn Graham, and “Fusion Brightspace Update” by Robert Carlson.

A more systematic approach has been developed to coordinate professional development among the faculty. The MCCS is in the early stages of adopting a new Student Information System (SIS) that will provide a mechanism for tracking activities. Ideas for workshops on advising, Brightspace, and other academic issues are solicited through surveys and implemented on administrative days. During those days multiple concurrent sessions are offered to allow faculty to attend the workshop that will provide them with the most benefit. In addition, a faculty member has been designated the instructional designer for the campus. Over the course of the next few years, she will meet each faculty member, starting with the most recent hires or those who have been identified by their supervisors as needing additional support to provide customized training and support.

Implementation of ATD Initiatives

Achieving the Dream helped the college recognize the kinds of data needed to monitor student success. Prior to the Achieving the Dream initiative, the College tracked student success through surveys that established the percentage of students who passed licensure exams and who gained employment in their field of study. The data-driven nature of Achieving the Dream is now administered through the MCCS program review process. All programs are now required to undergo a program review every five years. Part of the review process includes data on student success (cohort enrollment, retention, persistence, graduation, and transfer), employment data, and other indicators of student success such as licensure. Programs must track and report assessments of program outcomes.

Staff in the Student Services office are now conscious of the role that data plays in assessing the effectiveness of recruiting and enrollment. The staff is now guided by enrollment data to direct and enhance their efforts. Prior to ATD, the Student Services office relied on retention, persistence, and completion data; success rates of those who sit for licensure exams, the percentage of graduates who find employment in their field, and the percentage of students who transfer to four-year colleges and universities. This effort will continue and should provide new initiatives for faculty who are now using this data through the program review process to identify strengths and weaknesses in their programs. In short, ATD helped to make faculty and staff more aware of the use and types of data that are needed to assess program effectiveness and improvement.

Establishing Standard Measures

Each department within the Colleges is held accountable for various measures and outcomes, and collectively refers to institutional outcomes as part of an accountability effort when following state and federal guidelines, as well as requesting support through grants. Depending on the nature of the activity, these outcomes could be changes in enrollment, retention rates, employment outcomes, student satisfaction, endowment levels, or graduation rates. However, the College has not identified a standard set of measurements for student success to guide institutional outcomes. To this end, campus leadership is working to address this opportunity and collectively come to an agreement about which metrics best measure the institution's success against its mission, values, and core goals.

Faculty and counselors at NMCC have continued to work with the Advising Handbook and Degree Audit forms created in partnership with coaches from Achieve the Dream as they advise students in hopes of meeting their professional and academic aspirations. Faculty and advisors are making use of attendance data and grading information accessible in real-time, and we anticipate the move to a new SIS that better integrates Brightspace and will make this process even smoother.

Students are assessed by the Arts and Sciences Department to determine proficiency in these courses. This provides an outside assessment of student's academic skills and abilities to augment assessment by the major instructors in their programs. Additional institutional outcomes need to be established to measure the college's success in recruitment and enrollment; retention, persistence, and graduation; employment and licensure, and transfer to measure the success of the college in educating students. The MCCS program review process will provide the data that can be used by departments to review, assess, and improve their programs.

As the college has moved away from ATD, it will be important to continue to focus on our advising programs to ensure students are being guided through their academic programs. Although students can register for classes independently, faculty, and advisers in the counseling office can help keep them on the right path, avoiding unnecessary courses and expense by taking courses out of sequence. This also ensures students complete their programs in a reasonable amount of time, not delaying graduation or licensure.

Implementation of Assessment

Since the last self-study, the Trade and Technical Department has worked to make program outcomes more precise, and they have mapped those outcomes to specific courses within the program. Faculty are now more conscious of the need to link program outcomes to course outcomes and revisions have been or are being made. Work is underway to incorporate assessment of course, program, and institutional outcomes through the Brightspace learning management system. When fully operational, faculty will be able to attach program outcomes to specific assignments in Brightspace to make data collection of assessment more readily available and useful to faculty of the various programs.

In addition, all programs are now required by the MCCS to undergo a program review every five years. Part of the review process includes data on student success (cohort enrollment, retention, persistence, graduation, and transfer), employment data, and other indicators of student success such as licensure. Programs must track and report assessments of program outcomes.

The general education core (writing, math, science, social science, and humanities) is a major part of the liberal studies program requirement (ethical reasoning, diversity, and creative arts are the additional requirements), so it is assessed through the liberal studies program review. Faculty measure the effectiveness of their courses by periodic assessment of the core outcomes as part of the MCCS program review for the liberal studies program. In this way, general education outcomes are assessed for all students.

Online offerings are a recent phenomenon, so efforts to disaggregate data online from hybrid or face-to-face are in the early stages. Later in the report, there will be data based on grades that draws comparisons between live and online modality, but more needs to be done to establish a method for capturing this data through the course and/or program assessment process.

Standards Narrative

Standard 1: Mission and Purposes

Since Northern Maine Community College's 2018 Self-Study, the institution has worked to keep the mission and values at the forefront of decisions and actions enacted across departments and among individuals. No changes have been made to the Mission, the Values, or the Vision since the self-study in 2018. These statements have operated as the True North for this institution and are commonly referenced in matters of strategy as employees work to align the College to its greater purpose as outlined in the charter and supported by the legislature.

Following the 2018 self-study senior leaders on campus re-oriented towards the newly defined mission statement and purpose. These concepts are expressed most commonly and clearly through the NMCC Vision Statement: Transforming lives through education. Five years later, this vision statement is at the bottom of many employees' email signatures.

In the years immediately following 2018, meetings commonly began with a brief return to the mission and values of the College, offering context and re-centering conversations on the organization's purpose.

In keeping with the language of the mission ("Through its affordable programs of study, courses, and specialized-training seminars, the College is a catalyst for economic growth and the development of human potential.") the College developed new programs to catalyze economic growth.

Examples would be the 12-week Mechanized Logging Training program, a workforce development initiative that reduced the training-cost burden on Maine employers. Additionally, the 2019 introduction of the Practical Nursing program provides a 9-month high-demand credential.

Relating to the development of human potential, the College has invested in a new Wellness Center, which is free for all NMCC students, and renovated the dining commons, complete with a community teaching kitchen. The College sought grant funding to develop a food pantry and has also expanded access to counseling by making student support professionals available on-call and online. With a core value being Student-Centered, which means supporting students to thrive, the College has taken steps

that reflect how a student's success extends beyond the classroom to include their emotional, physical, and mental well-being.

In a response to data showing that parents, specifically single mothers, have been unable to enter the workforce due to a lack of childcare, NMCC sought private funding and in November 2021 announced a new NMCC Childcare Center and program expansion. Scheduled to break ground in 2023, this on-campus childcare center will provide childcare for 40 children, available first to students with a need for childcare. As part of the effort, the College is expanding on-campus housing to include 12 family apartments. The College believes that by removing these barriers, more students will be able to achieve the transformation in their lives made possible through education. This effort also includes an expansion to the Early Childhood Education program, nearly doubling the program capacity and enrolling another full-time faculty member. These students will benefit from on-campus facilities as this will provide another location for their Field Experience that is part of the Early Childhood Program curriculum.

In the two-year progress report completed in 2021, NMCC highlighted the transition to a new learning management system (Brightspace) and addressed how the current Student Information System (Jenzabar) created challenges for enrollment data collection and insights.

In partnership with the seven community colleges in the Maine Community College System, NMCC is now implementing a new SIS (Anthology), which is a direct response to the challenges faced by Jenzabar. The new system allows for more seamless integration between admissions, student services, financial aid, development, and alumni relations and provides more comprehensive, user-friendly tools for analysis. This is part of a major, ongoing effort to enhance the quality, sustainability, and level of service offered by NMCC. Investments in new programs, flexible options, and top-tier technology have earned NMCC a reputation as an institution that embraces change.

To embody the core value of Diversity, NMCC challenged the status quo in the community and actively performed outreach and marketing to draw students from beyond the region and beyond the typical demographic. Operating within a community that is 95% white and culturally homogenous, NMCC worked with partner institutions to begin international student outreach. In 2022 NMCC processed 26 international applications and admitted four students from Jamaica, Ghana, and Trinidad during the fall 2022 semester. To support these students, the NMCC Foundation sought private funding, and beginning

in the Spring 2023 semester, will offer a room and board funding for up to 10 international students per year for the next two years.

Working with the City of Presque Isle and a local task force named the Aroostook Growth Initiative, the College applied for a community block grant to support the hiring of a Workforce Development Coordinator working specifically to attract New Mainers—international community members—to relocate to Central Aroostook.

Standard 2: Planning and Evaluation

Northern Maine Community College's Mission, Vision, and Values were last updated during the campus-wide strategic planning process in 2017. The plan developed in 2017 was designed as a 5-year road map and has guided the College well through the past years of change during a global pandemic and emerging trends in higher education relating to the ways that education is delivered.

A committee with representatives from various areas at NMCC is being formalized and will begin meeting during the upcoming months, with the goal of having a new 5-year plan developed (and approved) by the greater campus community before the start of the fall 2023 semester. The objective of this planning is to make it a collaborative and transparent approach with opportunities for deep listening and engagement involving many members of faculty, staff, student, alumni, members of the community, and employers.

The College utilizes several plans to inform the President's cabinet and uses these plans to assist in making decisions. These documents include the 5-Year NMCC Strategic Plan (2017-2022); the Maine Community College Strategic Plan (2015-2020, which is in the process of also being revisited on a system-wide approach and will likely influence the NMCC plan to some extent); a recent SWOT Analysis December 2022 undertaken by the Maine Community College system senior leadership; results of a SWOT analysis done in 2016 by the NMCC community, which influenced the 2017 Strategic Plan; a Master Facilities Plan used to guide new building and renovations to facilities on campus; a recently revised Master Technology Plan, which will ultimately include all of the MCCA technology data and will guide decisions relating to technology, data security, and infrastructure. The final piece considered in decisions made by senior leadership at NMCC is the enrollment management plan created in 2022.

There are several evaluation tools and systems for measuring accountability and the planning process. These include the Community College Survey of Student Engagement (CCSSE); Noel-Levitz Student Satisfaction Inventory (SSI); Student and graduate surveys; Accreditation self-study and follow-ups; Academic advisory groups and the General Advisory Group supply

feedback from employers, workforce partners, and community members; Curriculum Committee.

Standard 3: Organization and Governance

The campus committee structure was reviewed in the Fall of 2019 after the Self-Study in 2018. Modifications to the committees were implemented after the review. At that time, there was a campus-wide plan to add a student representative to several committees with participation anticipated for the start of the Spring 2020 semester. However, due to the challenges associated with the pandemic – the move to meetings being flexible and remote – the student participation and the meeting schedules were complicated to meet.

There is an annual review of the campus committee structure performed by the Academic Dean in the summer, prior to the start of the academic year. Employees are encouraged to select a committee in order to be an integral part of the campus community. The committee sign-up is open for the first two weeks of the semester. Each committee is required to notify the Academic Dean of its meeting schedule for the year. The agenda and minutes of each meeting held must be posted on the Library website. In preparation for this report, it was found that committees have not been providing the Library with their minutes and there is a plan to remind and implement this process going forward with Spring 2023. The Administrative Assistant of the Academic Dean maintains a checklist to monitor the status of the committee's meeting, submitting their minutes to the library. This process will improve communication and provide a higher level of transparency to the campus community.

In 2021 a new HR & Payroll Coordinator joined the NMCC team. At that time, the campus was experiencing a significant increase in vacant positions due to retirement as well as new positions created. The focus for the Coordinator became onboarding a large number of employees while being onboarded to the position at the same time. The President's Cabinet worked closely with the Coordinator to facilitate the process. An orientation process has been created and modified with each situation. Complicating the position was the implementation of an online payroll system (NovaTime) for NMCC, which was not an MCCC-wide initiative. After one year of implementation of the payroll system, MCCC undertook the initiative to implement a system-wide payroll system combined with a Human Resources system (PayCom), which was implemented in December 2022. The work associated with the switch to a new system has required a significant increase in time from the Coordinator, which has provided challenges for the Coordinator to maintain her responsibilities in the HR role. This challenge

has been identified by the President and there is currently an assessment of duties being conducted, which will lead to a realignment of responsibilities within the Business Office.

The Academic Dean continues to lead the orientation for full-time faculty as well as the adjunct faculty. There have been revisions made to both handbooks. At this time, the full-time faculty handbook and adjunct faculty handbook are being reviewed for consideration of consolidating into one document with separated sections that apply to the full-time and adjunct faculty. Orientation for adjunct faculty is provided by the Academic Dean at the beginning of each fall semester, via Zoom. Adjuncts are provided the opportunity to participate live, in-person on campus if their schedule will accommodate.

In the review of the NMCC Organizational Chart, it has been decided that the Registrar's office should be moved under the Academic Affairs Department and the Wellness Center Director will be moved to the Student Affairs Department. This change will improve efficiency by aligning transcript analysis, development and review of course scheduling, and degree audits necessary in the awarding of academic credentials. The change in the Wellness Center Director will align closer to NMCC's effort to increase student activities and promote a healthy lifestyle. An updated NMCC Organization Chart is located within the Data First Forms.

Standard 4: The Academic Program

Flexible Course Delivery

In the 2018 Self Study, the College identified the need to increase enrollment through flexible course delivery methods. The primary focus of that concern was general education courses offerings and programs, such as business administration and liberal studies, which could provide access to more students through online offerings.

Faculty had previously approached online instruction in a slow but methodical fashion, one course at a time. At that stage, the student response was tepid. When the pandemic arrived all faculty in the Arts and Sciences and Business Technology Departments moved their courses online. Students were required to engage in online learning and encouraged to embrace the change. Faculty and students learned the benefits of online courses.

According to fall 2022 data, NMCC now offers the majority of business technology courses online and nearly half of the arts and sciences courses online. Nearly all courses are offered asynchronously to allow maximum flexibility. Faculty provide lectures and assignments online while still making themselves available by email, during office hours (both live and virtual), and by Zoom for individual instruction. Moving forward, faculty from these two departments are exploring ways to offer synchronous classes using classroom technology that allows for increased hybrid options, supporting students who prefer both online and in-person instruction.

Assessment Plans/Measurement of PLOs

The Trade and Technical Department recently had seven of ten programs go through a five-year review by the Maine Community College System. In preparation for these reviews, each program reviewed and revised its program outcomes. The revised outcomes are aligned with the current curriculum and graduation requirements. Each program outcome is assessed annually, in accordance with the MCCS guidelines. Assessment procedures include homework, tests, lab projects, embedded questioning, and performance observation.

Instructors have developed rubrics for use with lab projects and performance observation. The rubrics are used by several faculty members in the Trade and Technology Department and are incorporated into

Brightspace. Reports can be generated in Brightspace, measuring the success of the program and learning outcomes. Additional work still needs to be done on developing a formal assessment plan for the Trade and Technical Department. The College continues to utilize the procedure of assigning unique login and passwords to the NMCC portal. Brightspace provides a photo of the student in the class list that faculty utilize to confirm student identity when taking attendance.

Technology Upgrades for Online Learning

The technology and software the College has invested in since the previous report includes the following:

- Gigabit network upgrade that provides 10x faster speed than previous network (2 redundant lines)
- Brightspace/D2L: A powerful, modern, learning management system. Benefits include:
 - Module based guiding users;
 - Allows instructors to leverage nearly any type of multimedia;
 - All publishers are connected to Brightspace LMS via LTI providing an improved user experience;
 - ADA compliance checking;
 - Mobile app available for download on iPhone and Android.
- Panopto: Giving faculty access to secure, on-demand video creation and sharing software. Benefits include:
 - Audio/video recording and editing software;
 - Video warehouse and archives;
 - Able to record several devices at once, allowing multiple angles or screens to be shown, which is ideal for simulation exercises;
 - Integrates easily with Brightspace LMS.
- Urkund: An automatic plagiarism detecting software that integrates seamlessly with Brightspace.
- Textaid: A software to allow reading of text, translation, or image to text both inside of Brightspace and on other websites.
- Audio-Visual-Enabled Classrooms (eight rooms on campus):
 - Multiple cameras, microphones and televisions;

- Used to record lectures and/or Zoom for hybrid or online courses;
- May be used by faculty to record asynchronous lectures as well.
- Audio-Visual-Enabled Group Rooms (three rooms):
 - Television, camera, and microphone linked to a PC;
 - Available for students or staff to hold meetings/record/groupwork.
- Nursing and EMS simulation labs:
 - Gaumard simulators with lifelike physiological responses;
 - Multiple rooms with multiangle recording capability;
 - Can be used to gain clinical hours.
- Library & Academic Resource Center (all digital resources now available within Brightspace via LTI as well). Student benefits include:
 - E-books
 - Print Databases
 - JoVE Video database
 - Libguides
- Nutanix hyperconverged infrastructure datacenter:
 - Hybrid database solution;
 - Increased data security and continuity;
 - Allows deployable software;
 - Citrix VDI – Virtual desktop connected to NMCC network; used in CNC to run simulators.

Standard 5: Students

The NMCC course catalog is continually reviewed to ensure it is up to date with the most accurate policy and procedural information. Notable changes in recent history include a significant update to the College's entry assessment requirements graph (page 11, *NMCC Course Catalog 2022-2024*). This not only provides the admissions staff with a clear and consistent tool to use with potential students but also provides transparency in the decisions that are made.

College readiness prior to acceptance continues to be a priority. To support this, the College has strengthened its relationship with local adult education practitioners and facilities. As of the Fall of 2022, the College has a full-time adult education employee working within the admissions office. This Career Success Coordinator creates a direct link between our admissions team and aspiring students.

To support the core value of having a diverse campus environment, the College has begun recruiting international students from nations other than our immediate neighbor, Canada. This initiative began during the fall of 2021, and the College currently hosts four international students on campus. These students' positive contributions to the community cannot be overstated. International meal nights in our dining commons, and their enthusiasm and energy to engage in campus programming are two examples.

The percentage of "at risk" students identified by the counseling staff at the beginning of each semester was previously at 30%. Student affairs leadership noticed this percentage increasing during the pandemic, and in the years leading up to 2020. The department began focusing efforts to develop a matrix that would allow for a consistent understanding and measurement tool to understand the designation of "at risk".

The majority of procedures to support students remain consistent from previous years. Early identification of at-risk students, cross-departmental communication, and direct one-on-one engagement with students (often facilitated by outreach from our counseling staff) are key to student retention. Students with families make up one cohort that NMCC has targeted for increased support. For the first time on campus, the College now has a Family Housing Program. This is proving to be especially beneficial to families with young children who struggle to find childcare and reliable transportation.

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

Northern Maine Community College's TRIO program continues to support students and is currently fully funded through 2025. During the COVID-19 pandemic, TRIO counselors shifted much of their programming to online platforms. Online study skills seminars, orientations, and "Work from Home" workshops provided students with vital information and skills while adhering to Maine Community College System policies related to COVID-19. Our full-time Student Navigator, a grant-funded position during the last NECHE report, is now fully funded by NMCC. Our Academic Success Center, which was staffed only three-quarters time, is now a full-time position.

On-campus programming across all departments virtually disappeared during COVID-19. This includes job placement events, open houses, blood drives, intramurals, and educational/student support programming. These types of events were often hosted in a virtual setting, including virtual open houses during October 2020 and 2021.

On-campus programming has returned, although some efforts require more time than others to regain pre-pandemic engagement. Activities during the fall 2022 semester included intramural sports, campfires, esports, and holiday celebrations.

The Student Satisfaction Inventory (SSI) survey continues to be implemented at NMCC, as does the Community College Survey of Student Engagement (CCSSE), most recently performed during the spring, 2022 semester. The Achieving the Dream initiative ended during the 2020-2021 academic year. MCCS Benchmark reports, IPEDS reporting, federal grant reports (TRIO and Perkins), the annual graduate survey, and campus committees continue to provide information to ensure informed decision-making.

Financial challenges continue to be a major issue for many students. Fortunately, NMCC has been able to help students overcome financial barriers by using Higher Education Supplemental Support (SSARP) which was authorized by the American Rescue Plan (ARP), and signed into law on March 11, 2021. This fund provided emergency financial aid grants to serve students and ensure learning continues during the COVID-19 pandemic. These emergency funds were used for any reason associated with attending college including emergency costs, tuition and fees, food, housing, course materials, technology, health care (including mental health), and childcare expenses. During the 2021-2022 school year, NMCC awarded \$1,155,493 of this federal money to students. During the 2022-2023 year, NMCC awarded \$203,6332.

Standard 6: Teaching, Learning and Scholarship

NMCC continues to maintain its standards of excellence in teaching and learning which has garnered a stellar reputation in the College's service area. The College has maintained its full-time faculty ensuring quality work in the classroom and oversight of assessment. New faculty have been hired in the Nursing and Allied Health programs as well as the Trade and Technology programs. To assist them in their transition to the classroom, an instructional designer has been assigned to meet with and assist new faculty with Brightspace.

One of the challenges cited in the 2018 Self-Study was increasing contact between advisors and advisees. Unfortunately, the addition of numerous online sections of classes to provide greater flexibility for students has led to new challenges to increasing contact between faculty and advisees. Steps have been taken to improve advising and retention by reaching out to students by email, through the course software (Brightspace), live office hours, and Zoom office hours and/or meetings. Most students are advised by their major instructor, and those programs that do not have a specific major instructor — liberal studies and career studies — are assigned to faculty members who teach courses closely related to students' present or future fields of study. For example, nearly all career studies students are seeking admission to nursing or an allied health care program, so Arts & Science Department faculty who teach general education courses required by health care programs (biology for example) are assigned to advise those students. The same strategy is employed in liberal studies when a student's transfer plans are disclosed.

New faculty are unfamiliar with the advising process. To acquaint them with the advising process and the general education requirements for their programs, the chair of the Arts & Sciences Department has offered a workshop to explain the college accreditation, the general education core requirements for each degree, and the purpose of the major domains of learning (Arts and Humanities, Science and Mathematics, and Social Sciences). A similar workshop is planned for other faculty during the August 2023 Administrative Days.

The Arts & Sciences Department faculty have also implemented a procedure of copying a student's advisor when issuing a four-week or mid-term warning. By including the advisor in the academic warning loop, it is hoped that the advisor will reach out to help struggling students.

Standard 7: Institutional Resources

Northern Maine Community College continues to have dedicated faculty, and administrative and support staff, focused and devoted to serving the college's students. For the 2021-2022 academic year, the college employed 43 full-time faculty members and 20 adjunct faculty. These instructors provided the necessary classroom, lab, online, and on-site learning experiences for 347 full-time and 261 part-time students (Standard 5-Enrollment Data Form). The College's administrative and support staff include 50 full-time employees. (Standard 7-Human Resources Data Form). Additional services are contracted as needed. For example, Food Service is provided by Aramark, Bookstore is provided by Barnes & Noble and our custodial services are augmented with B&P Cleaners.

NMCC has been successful in obtaining several additional funding sources to supplement its state appropriation and revenue from students. In developing and drawing upon these different resources, the College has kept in mind the importance of establishing variety in the types of resources so that if one opportunity ceases to exist, the College can rely on others while maintaining operations and meeting strategic goals. These include:

- Funding related to the COVID pandemic (CARES, CRRSA, and ARP Act funding);
- Workforce Development Funding from the State of Maine;
- Workforce Development Funding from Harold Alfond Foundation and Maine's Jobs & Recovery Plan;
- Additional funding of innovation grants from the Foundation for Maine Community College System;
- Additional funding from Northern Maine Community College Foundation via contributions from donors reached through promoting the work of the College and the Foundation;
- Congressionally Directed Spending grants are applied for on an annual basis through Maine's national delegation and working with local delegates to stay attuned to the priorities of each office.

NMCC has taken several actions to recruit students and assist in training workers. To comprehensively address the demographic concerns in the area, the College has identified potential student populations with the highest possibility for opportunity and growth. These groups include parents, most importantly

mothers, who want to join the workforce but cannot secure childcare, housing, or transportation. The College also sees an opportunity in international students (beyond our Canadian neighbors) who would gain tremendous value from a college credential. Several initiatives have allowed the College to identify and address these opportunities:

- The College applied for and secured funding to build a childcare center on campus that will be primarily available to students, before being available to the greater community;
- As part of this effort, the College doubled the available family housing units on campus, and by the time of the new childcare center's opening will offer 12 two-bedroom family apartments on campus complete with kitchens, storage, and comfortable living quarters;
- The College worked with local universities to develop new insights around attracting international students and generated 26 applications from international students before the fall 2022 semester; four of these students enrolled full-time, obtained their student visas, and completed the fall 2022 semester on campus;
- To support the above effort, the College requested funds from a private donor to help reduce the barrier of housing costs for international students, obtaining funding for ten students across two academic years towards housing costs;
- Continued work through the partnership with the Northern Maine Growth Initiative, which is an effort to bring refugees to Northern Maine to train for the workforce. NMCC submitted a joint application with the City of Presque Isle for a block grant to support one full-time staff member who would focus exclusively on building relationships and supporting the relocation of refugee and immigrant populations into Aroostook County. The grant funding was secured;
- The College dedicated resources to attract students from other areas of the State and New England; through work with a marketing agency, the College developed a strategy and campaign and is currently investing to execute this strategy and increase the number of inbound students to the area.

NMCC has now more than achieved the targeted financial reserve set by MCCC. Total financial reserves on June 30, 2022, are at 4.2 million (\$2.3M above the target).

Deferred maintenance is the result of decreased bond funding

Since NMCC does not anticipate its historical level of State of Maine bond funding, it has searched for additional funding sources as noted in the paragraphs above. NMCC is studying the feasibility of renovating an existing building for a childcare center. By renovating an existing space, NMCC could help reduce its deferred maintenance obligations. When appropriate, NMCC will take similar action and make renovations a priority when developing new facilities on campus.

Additionally, in 2020 the college tore down two buildings on campus that no longer served a purpose and posed potential future safety concerns. By reducing the overall footprint of the campus and integrating facilities-systems when possible, the College can better maintain complicated and costly systems and infrastructure such as HVAC, electrical, and foundation quality.

Information, Physical, and Technological Resources

The College has completed over twenty IT and facility upgrade projects over the past four years. These include significant building renovations as well as IT security upgrades (see attached). All work is done per State of Maine requirements.

Wireless internet access is available throughout the campus. There is an online help desk and third-party authentication requirements.

The chart on the following page provides a detailed list of the IT and Facilities Projects completed 2018-2022.

NMCC Campus IT and Facilities Project Updates: (10/2018 – 12/2022)	Approximate Total Cost	Funding Source
ManageEngine Help Desk, ticketing, and asset management system.	\$ 2,740.00	Fund 1
Barracuda Email Protection Project	\$ 78,380.00	Covid Funding
Nutanix Hyper Converged Infrastructure (HCI) Datacenter) Project	\$ 147,267.00	2018 Bond
Citrix Apps and Desktops Virtual Desktop infrastructure (VDI work from home)	\$ 9,900.00 (annually)	Covid Funding
Desktop replacements (replacement of PC hardware not compatible with Windows 11)	\$ 58,845.00	Fund 1
Added additional 1Gbps Internet connection through Pioneer for additional bandwidth and redundancy.	\$ 11,000.00 (annually)	Fund 1
Campus Firewall Upgrade	\$ 21,166.00	Fund 1
Nursing Classroom Air Conditioning Project	\$ 92,995.00	Foundation
Campus classroom video conferencing and lecture capture technology upgrades.	\$ 71,040.00	Fund 7, Covid & Perkins
Brightspace Learning Management System (LMS)		Purchased by System Office
EMS Simulation Center Renovation Project	\$ 979,990.00	Foundation
Reed Commons Renovation Project	\$ 4,125,433.00	Foundation
Snow Hall Window Replacement Project	\$ 199,181.00	2018 Bond
Washington Hall & Penobscot Hall Window Replacement Project	\$ 156,000.00	Fund 7
Andrews Hall Windows & Door Project	\$ 267,027.00	2018 Bond
Campus Access Control Upgrade	\$ 202,770.00	Fund 7
Datacenter Backup Generator Project	\$ 95,090.00	Fund 7 / Foundation
Diesel Indoor Air Quality Mechanical Project	\$ 259,363.00	Bond 2018
Edmunds Conference Center Renovations and Technology Upgrades	\$ 28,650.00	2018 Bond
Gym Locker Room Renovations	\$ 608,282.00	Foundation
Gym Renovations	\$ 422,129.00	Foundation
Mailman Trades Exterior Lighting Upgrades	\$ 32,865.00	Fund 7
Total	\$ 7,849,213.00	

Standard 9: Integrity, Transparency, and Public Disclosure

NMCC and MCCA websites are up-to-date and current. The College’s Development and College Relations department monitors and updates website frequently with input from the department managers. The College also shares updates regularly with the community through press releases, working with reporters, and through social media updates on Facebook, LinkedIn, Twitter, and Instagram. The College and MCCA updates and publishes (electronically and/or hardcopy) materials on the following schedules:

Publication or Digital Property	Date
NMCC website (www.nmcc.edu)	As Needed – 2023
NMCC Portal (www.my.nmcc)	As Needed – 2023
NMCC College Course Catalog	Bi-Annually – 2022-2024
NMCC Student Handbook	Annually – 2022/2023
MCCA website (www.mymcca.me.edu)	As Needed – 2023

Notable and substantial updates, revisions, and amendments to MCCA policies and applicable sections:

I. MCCA BARGAINING CONTRACTS (mymcca.me.edu/ICS/HR/Collective_Bargaining_Contracts)

MCCA and all applicable bargaining units negotiated, approved and ratified new two-year collective bargaining agreements:

- MSEA Support Unit 2021-23 MEA Faculty Unit 2021-23
- MSEA Supervisory Unit 2021-23 MEA Administrators 2021-23
- MSEA Adjunct Unit 2020-22

Notable and substantial updates to MCCA policies and procedures in Discrimination, Harassment, Affirmative Action and Title IX areas.

II. GENERAL ADMINISTRATION (mymcca.me.edu/ICS/MCCA_Policies)

Sections 201.1/202.1

College Procedure for Discrimination, Harassment, Sexual Harassment and Affirmative Action Complaints **(Amended 2020)**

Section 202.2

Title IX Sexual Harassment Procedure **(Amended 2020)**

III. STUDENT AFFAIRS ([mymccs.me.edu/ICS/MCCS Policies](http://mymccs.me.edu/ICS/MCCS%20Policies))

Section 501.1

Student Sexual Misconduct and Assault, Stalking and Relationship Violence **(Amended 2020)**

Reflective Essay on Standard 8: Educational Effectiveness

NMCC Philosophy of General Education

“An educated person is fully literate, able to read, write, listen, speak, and think with clarity and precision; has the capability for lifelong learning, including the skills of information literacy and the ability to think critically; understands and is able to relate scientific and technological knowledge to the issues that affect the quality of human life on this planet; uses numerical data with ease and precision; and uses the aforementioned knowledge and his/her experience to find meaning and purpose in life.

An educated person engages in work that is fulfilling and does it to the best of their ability; understands his/her role as a citizen with a logical system of ethics and values; and is able to apply those values and morality everyday within society in a reasoned and rational manner.

The general education core provides broad exposure to the main fields of human knowledge (humanities, social sciences, sciences, and mathematics) to provide the foundational knowledge, skills and values of an educated person, support students in mastering a technical field and becoming active and responsible citizens.

To that end, the faculty has identified what they deem to be the essential knowledge, skills, and values of an educated person.”

~ NMCC Course Catalog, 2022-2024

A. What do students gain as a Result of their Education:

Description:

The mission of the College is to provide “affordable programs of study, courses, and specialized-training seminars, the College is a catalyst for economic growth and the development of human potential.”

Students achieve this goal by enrolling in technical certificate or degree programs that prepare them for immediate employment following graduation or for transfer to a four-year college or university to study in a baccalaureate program. Historically the College has tracked employment data for recent graduates, licensure exam pass rates and transfer to measure the success of our programs.

Since the 2018 self-study, two programs in the Arts & Sciences Department have added certificate programs. In Career Studies a new Health Care Studies certificate was added to guide those who did not gain admission to nursing or one of the other allied health programs and need to take a year of general education courses to better prepare for admissions to these programs. The program consists of math,

English, and science courses required of all allied health students as well as courses that introduce the students to the allied health profession, and acquaint them with medical terminology, and basic nutrition.

Demand for education in fields such as Nursing, Medical Assisting, and Medical Coding has led to an addition of a Practical Nursing program to meet the needs of local healthcare facilities. Likewise, the Medical Assisting program has been revamped to allow students to earn a certificate and licensure in one year to accelerate entry into the workforce. The one-year Medical Coding certificate has moved from live to online instruction to increase access for students who are unable to attend classes on campus.

In liberal studies, the need to create a learning community to connect liberal studies students in a cohort for retention, the growing demand for arts and science courses through dual enrollment, and the need for a more effective measure for student success beyond the associate degree led to the creation of a liberal studies certificate. The certificate is year one of the Associate in Arts degree and provides a carefully prescribed schedule for students who are taking courses in high school for dual enrollment. This model guides the students in choosing courses that will satisfy general education core requirements at the University of Maine System campuses where most NMCC students transfer. The curriculum also allows for the creation of "liberal studies students only" sections of classes like English Composition (ENG 111), to create a community of liberal studies freshmen. Finally, the certificate will serve as a marker of success for those who come to the college to study for one year before transferring. In the past, these students were categorized as "failures" by the program because they did not complete the degree. However, since many of these students intended to continue their education, this gives them a tool for reentry into a future academic program.

Goal Two of the Strategic Plan is designed to create a culture of excellence in all aspects of the campus. In the academic arena, this is achieved in part by obtaining accreditation for programs through third-party professional organizations. Accreditation of programs is one way that the College maintains the quality of its programs.

Ten of more than thirty programs are accredited by outside agencies (See table below). In addition to external accreditation, the College maintains several articulation agreements with several four-year

academic institutions. A historic Block Transfer Agreement was entered into with the University of Maine System by the Maine Community College System that ensures transfer of general education courses that are part of a baccalaureate degree general education core will be accepted in transfer as equivalents of a comparable university course. This was a major step forward in establishing that courses offered by the MCCA, in general, and the College in particular, as equivalent to university courses easing the burden of transfer for our students.

Program	National Accreditation
Accounting	Accreditation Council for Business Schools & Programs (ACBSP)
Business Administration	Accreditation Council for Business Schools & Programs (ACBSP)
Automotive Collision Repair	National Automotive Technicians Education Foundation (NATEF)
Automotive Technology	National Automotive Technicians Education Foundation (NATEF)
Diesel Hydraulics	National Automotive Technicians Education Foundation (NATEF)
Precision Machining	National Institute for Metalworking Skills (NIMS)
Nursing	Accreditation Commission for Education in Nursing (ACEN)
Emergency Medical Services	Commission on Accreditation of Allied Health Education Programs (CAAHEP)/ Commission on American Emergency Medical Services Profession (CoAEMSP)
EMS Paramedic	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Assisting	Medical Assisting Educational Review Board (MAERB)

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

In addition to major courses, all students are required to take a common general education core that provides the knowledge, skills, and values essential for an educated person. The core consists of 21 credit hours that satisfy both the NECHE requirement of at least 20 hours and the MCCS requirement of 21 hours for all associate degree programs. The core is well-designed, showing a balanced regard for the arts and humanities, the sciences including mathematics, and the social sciences. Within the core, students are directed to take courses that pertain to the student’s major. For example, students in trade and technical programs take Technical Math classes and Physics to satisfy the core requirements. Allied health programs, by contrast, would take a Quantitative Reasoning math course and select biology classes. The goal in both cases is to provide knowledge and skills that support the technical studies of the student. General education core requirements are assessed by arts and sciences faculty. The table below serves as a guide for students as advisors to provide an understanding of each element within the core, the learning outcome, and the available course options in each domain of learning.

General Education Core Requirements	Description of the Discipline	Learning Outcomes	Courses (see program requirements)
<p>Writing & Communications</p> <p>6 Hours</p>	<p>Communications focuses on developing skills to make meaning of symbols: words, images, documents, advertising and even technology to promote human interaction in a broad range of careers, disciplines and organizations and agencies in society. Persuasion and critical thinking are essential to the study of communications that overlaps a variety of secondary disciplines that can range from healthcare to mass communications to politics and organizations.</p>	<p>Students will be able to communicate effectively, both orally and in writing.</p> <p>Students will be able to search for, access, evaluate information from a variety of sources and use that information ethically and legally for research and personal purposes.</p>	<p>ENG 111: English Composition & COM 111 Speech COM 212 Business Communications I COM 221 Technical Communications</p>
<p>Quantitative Literacy</p> <p>4 Hours</p>	<p>Mathematics is the study of number, quantity, shape, and space and their interrelationships using numbers and symbols and logical thinking. Arithmetic, algebra, geometry, and calculus are branches of mathematics.</p>	<p>Students will understand and be able to apply mathematical concepts to solve quantitative problems.</p>	<p>MAT 115 Business Math MAT 116 Quantitative Reasoning MAT 121 Tech Math MAT 125 College Algebra MAT 210 Statistics MAT 227 Calculus</p>
<p>Natural Science</p> <p>4 Hours w/Lab</p>	<p>Students will demonstrate the ability to be consumers of biological and other scientific information to better inform their daily lives.</p>	<p>Students will demonstrate the ability to be consumers of biological and other scientific information to better inform their daily lives.</p>	<p>BIO 114 Human Biology BIO 120 Anatomy & Physiology I BIO 130 Anatomy & Physiology II BIO 218 Microbiology PHY 150 Physics</p>
<p>Social Science</p> <p>3 Hours</p>	<p>Social Sciences are the study of human behavior, societies and the social processes that influence both. The social sciences include sociology, psychology, anthropology, economics, and political science.</p>	<p>Students will be able to analyze or explain causal forces which shape social structures, institutions, or behavior through time.</p>	<p>ECO 213 Macroeconomics HIS 123 U.S. History, 1600-1865 HIS 125 U.S. History, 1865 to Present HIS 206 American Sports History HIS 207 Maine History POL 101 American Government PSY 101 General Psychology PSY 207 Developmental Psychology PSY 209 Abnormal Psychology SOC 111 Sociology SOC 215 Social Issues & Problems</p>

Humanities 3 Hours	Humanities are those disciplines that help us understand what it means to be human. Study in the humanities help us to make meaning, find purpose, and choose values that enhance our understanding of ourselves and govern our relationships with others. The humanities include literature, fine art, philosophy, and history.	Students will be able to read, analyze, and interpret significant texts in order to make meaning, find purpose, and choose values that enhance our understanding of ourselves and govern our relationships with others	ART 201 Introduction to Film ENG 226 Introduction to Literature ENG 228 Topics in Literature ENG 239 Intro. to Creative Writing HIS 123 U.S. History, 1600-1865 HIS 125 U.S. History, 1865 to Present HIS 206 American Sports History HIS 207 Maine History PHI 121 Introduction to Philosophy PHI 201 Ethics PHI 206 World Religions SPA 101 Spanish I
General Education Elective 1 Hours			COL 103 College Success
21 Hour Minimum			

In addition to a common general education core, most programs require a college success course (COL 103) to introduce freshmen to the resources available to them through college and the academic skills and abilities needed to succeed in college. Prior to 2018, the course was only taken by Liberal Studies students. Nursing students are required to take a similar course in their field. Attention to student advising during the ATD process led to a revamping of the course by the lead instructor, Dr. Jennifer Graham. The course was adjusted from sixteen weeks to eight weeks, to better prepare students for the rigor of college classes and the expectations of a learning community.

Then, as a result of feedback from the ATD coaches, the Trade and Technical Department added the course to the general education requirements. Dr. Graham met with trade faculty together to tailor the course to the specific needs of trade and technical students.

Finally, the Academic Success Center has recently moved to the library to provide a one-stop service for academic tutoring and research support. All students at the College are required to take an English composition that requires a research paper. Tutors are available to assist students with this class, and the librarian is available (both in-person in the library and online) to assist students with their search for sources to support their research.

Finally, the College has always engaged in activities that measure the students' perspective on what they have gained from their education at the College.

NMCC has traditionally used the Center for Community College Student Engagement (CCCSE) survey to address five key areas of student engagement “important to students’ college experience and educational outcomes” (2019 CCCSE Executive Summary). Due to COVID, the CCCSE was not given in 2020; however, it was administered in 2021 using a new online format for students not taking in-person classes. At the time of this report, we have not yet received this data, but we anticipate it may be helpful in future projections, particularly if we can add questions that address student perception of how their educational experiences have benefitted them.

Findings and Analysis:

While there is much interest in expanding programs with graduates in high demand to other areas of the state, challenges exist, including the availability of appropriate facilities, experienced faculty capable of delivering content, and – for some programs – securing access to clinical sites, as there is competition from other programs already operating out of those areas that utilize the same facilities.

For the PN program, specifically, initial accreditation is being sought prior to expanding the program throughout the state to ensure consistent quality and job preparedness.

Creative solutions will allow us to alleviate some of the scheduling and site concerns. These should be pursued through industry leaders at the institutional level; however, grant funding sources may create some barriers. For accreditation purposes, it is important to keep in mind how instructors are compensated and by whom.

While the CCCSE remains an important tool for residential life to assess student engagement, it could be improved for educational effectiveness by adding questions that specifically address desired learning outcomes (addressed later in this essay).

The state has also supported the MCCS by providing free tuition and fees to students in a three-year cohort affected by Covid. As a result of this, we are already seeing an increase in enrollment numbers of recent high school graduates. These students come to us more familiar with online education and technology; however, data regarding their persistence, retention, and graduation is not yet available and won’t be for a few years.

B. Assessment of Student Learning

Description:

The college has continued to provide clear, verifiable statements of learning outcomes at both the program and course levels. Program outcomes continue to be published in a variety of media, including the college's website and the College Course Catalog, to establish the expected outcomes for prospective students. The Course Catalog (updated in 2022) lists each program along with specific outcomes and course requirements, defining and outlining the relationship between academic programs and the individual course offerings within these programs. Programs have developed or revised their program outcomes since our 2018 Self-Study. The Maine Community College System likewise requires programmatic review on a five-year cycle. These program outcomes are available in the NMCC Course Catalog (and linked via the provided E Forms). Also important to note is that the majority of faculty at NMCC are full-time with only a few adjunct faculty meeting course needs. This ensures a level of academic and institutional integrity and consistency. Given the impact of Covid, and the modality shift from live or hybrid to online instruction in many classes, the college has continued to emphasize tracking and evaluating student performance, based on the modality of the courses they are taking.

Northern Maine Community College serves or has served students in some capacity on at least three campuses (our primary campus in Presque Isle; a satellite campus in Houlton; and intermittent sites in Patten and Calais). Regardless of where primary attendance occurs, students may be receiving their education in a face-to-face, hybrid, or online format, depending on the course of study or program. For programs where hands-on experience is necessary (Trades & Technical and Nursing and Allied Health programs), courses are taught face-to-face, whereas many courses in the General Education Core Curriculum are currently offered both online and face-to-face. This gives some students the ability to choose the modality most convenient for them, as long as the college has the flexibility (faculty, resources, etc.) to offer multiple course sections.

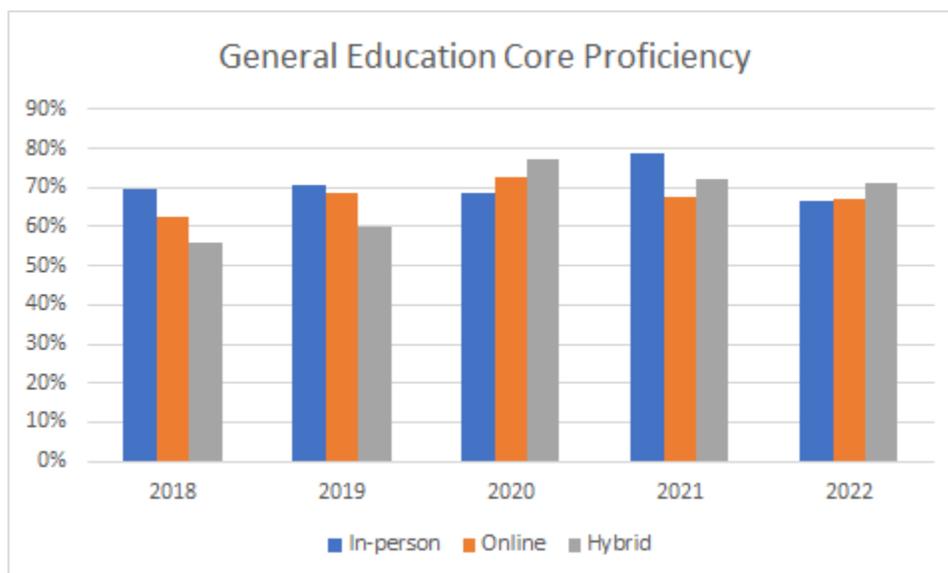
Findings & Analysis:

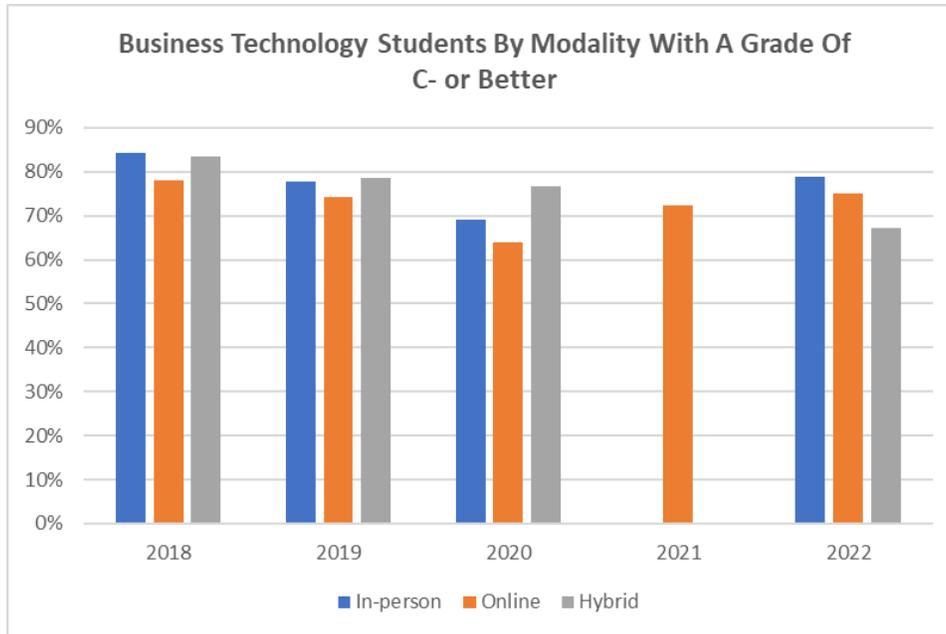
All students graduating with a certificate or degree from Northern Maine Community college are required to take (and pass) some portion of the General Education Core courses, ensuring that all students are held to this standard. The MCCS requires a minimum of 21 General Education credits for all associate degrees (Writing, Quantitative Reasoning/Natural Sciences, and Creative Arts/Humanities/Social Sciences,). These domains of learning are assessed by the Arts and Sciences

faculty as part of the program review for liberal studies. Additional institutional outcomes and measures need to be developed to enhance the assessment process.

Program major courses are assessed in a variety of ways. Perhaps the strongest statement of the quality of our programs is the number of programs that are accredited. To obtain and maintain accreditation, these programs must adhere to national standards and substantiate that their students are meeting the levels of knowledge and skill required for their occupational field. A related marker of excellence is the number of students who pass licensure exams upon graduation from the program. This can serve to validate programs that are not accredited by a national professional association, such as plumbing & heating. Programs that do not have accreditation have developed program learning outcomes and have mapped their curriculum to ensure students are exposed to the content that instills these outcomes. Finally, all programs must undergo a program review mandated by the MCCS to examine the program for continued success.

Following the pandemic's moves from primarily in-person to online instruction, the college felt it was important to assess proficiency based on modality. The two tables below indicate that over five years online education is delivering similar results. The first provides a comparison of proficiency (measured by a C- in the course) of courses by modality. The second table makes the same comparison for the Business Technology Department. It's important to note that few hybrid classes are offered on campus and that the number of courses the college offers may make the data less reliable, which is why program review is so important.





Although different modalities within courses exist within a number of programs, data is limited and influenced due to the abrupt onset of Covid restrictions. Modality is traditionally indicated at the college by section number; however, during the pandemic, many courses transitioned their modality from face-to-face instruction to online instruction during the semester due to restrictions caused by social distancing measures. It is also important to note that as a small institution, our sample sizes are small (both in the number of classes and the number of students within sections) which can easily sway our data both to our benefit and detriment. It will take time for this data to show patterns accurately reflective of our student body and its needs.

Data from College Success is regularly tabulated and assessed by the Arts & Sciences faculty and the department chair for the Trade & Technical Department. Data is limited and thus cannot be used solely as a measure of effectiveness, nor should it be used specifically for institutional planning; however, it clearly indicates that a change from sixteen weeks to eight weeks and an adjustment of the curriculum clearly benefitted the students enrolled. It should also be noted that while we do not have specific data on Trades Students, they are included in these numbers which are trending in a positive direction.

Five-Year College Success Cohort Data

AY 2018 & 2019 = face-to-face, 16-week course

AY 2020-2021 = 8-week asynchronous online course

AY	N	Withdrew from NMCC	Dropped	Failed	Completed
2018	142	8%	5%	8%	79%
2019	112	4%	13%	19%	64%
2020	124	2%	4%	22%	72%
2021	69	1%	3%	8%	88%
2022 (Fall)	95	.04%	.03%	25%	75%

Averages

	Withdrew from NMCC	Dropped	Failed	Completed
Live 16-week	6%	9%	13.5%	71%
Online 8-week	1%	2.34%	18%	78%

While the data for College Success is promising, it would be helpful on an institutional level to have it disaggregated to better indicate the performance of students in specific disciplines. While the instructor can provide general data, it would unblind the data, and the system doesn't allow the instructor to do that at this point in time.

In the wake of the pandemic, there were no classes being offered in person at the Houlton site during the 2-year shutdown. As a result, there isn't a lot of meaningful five-year data to analyze since those students were integrated into our existing online classes (so they can't be disaggregated). During the same period, Calais and Patten offered targeted programming to meet community needs. These were delivered in person by faculty, using NMCC's resources. However, these were offered within a specific timeframe, outside the bounds of a traditional semester-based structure.

Regarding institution-wide assessment, the Maine Community College System eagerly viewed Brightspace as a tool to track outcomes; however, a decision was made to build this infrastructure from the top down (starting at the system level). Since that infrastructure hasn't yet been constructed, while the faculty have the ability to track outcomes on the course level, and departments are able to track outcomes programmatically, the software can't connect these pieces. M CCS has a common Program Review template that includes program outcomes, credentials awarded, student demographics,

admissions, enrollment, student success (retention), self-assessment (strengths/weaknesses, plans to improve), and an assessment table.

As such, all evaluation plans are done externally from our Learning Management System (LMS), which makes data aggregation on the faculty or even programmatic level difficult. Moving forward, the Maine Community College's movement to a new SIS system promises increased capability for such data aggregation; however, the process of moving to this new system has been slow, and time will need to be allocated to train both faculty and staff on the new system and its functionality. The college anticipates that this will take place during the summer of 2024, in preparation for the fall semester. Sessions are taking place at the time of this report to establish what institutional needs exist and how they can best be met in the development of the SIS.

Findings and Analysis:

In the fall semester of 2019, NMCC completed a pilot of D2L's Brightspace learning management system in a small number of courses with the intent to go live on the new system in Spring 2020. Our live launch of Brightspace was well received and plans were made to implement improvements to our learning outcomes, tracking and reporting using the Brightspace learning environment as follows:

1. Review and revise existing course and program outcomes with faculty to ensure appropriate measurable outcomes were in place.
2. Train faculty and department chairs on how to input and link these outcomes within their course via the use of rubrics.
3. Use these new evaluation tools to collect data regularly on student success of these learning outcomes to inform and provide feedback to instructors quantitatively at a macro scale.

However, after only two months of live Brightspace experience, NMCC was forced to move nearly all courses to an online format due to the pandemic. This adjustment significantly delayed the review and revision of course and program outcomes at the system level and as a result the tracking plan.

NMCC's faculty worked diligently to provide the best possible online learning experience to their students and made good use of the learning management system. On campus, course and program outcomes have been revised on schedule; however, at the system level, the infrastructure that should have connected these components on Brightspace has not been built and are unavailable to faculty.

The MCCS has assembled a committee to create and guide learning outcome usage within Brightspace to help ensure appropriate data collection at the system level. However, a framework used for faculty at NMCC is still forthcoming, and we do not yet have a date for that.

Faculty continues to build and offer courses using Brightspace, while the college adopts a new SIS that will better integrate student information for linking student performance to learning outcomes. Once the system has provided the appropriate infrastructure, it will be important for departments to begin to connect those components to the LMS. Once the program goes live, we should return to the system's previous plan.

C. Measures of Student Success, Including Retention and Graduation

Description:

Goal One: Enrollment & Retention of the strategic plan calls for the development of a new enrollment management plan to develop a plan to increase enrollment.

Each department continues to track its transfer and progression rates, as it did in our last report. The MCCS program review template provides data on enrollment, persistence, and retention that can be used by each program to assess its effectiveness. The majority of NMCC students transfer to one of the University of Maine System (UMS) campuses, which tracks the success of those students. The UMS transfer report indicated that students who transferred from the MCCS generally had a higher GPA than those who started at the UMS and passed a higher proportion of credit hours attempted. The report does not identify data by college, so NMCC can only infer that a proportion of the College's students succeed at this level as well.

Faculty and counselors at NMCC have continued to work with the Advising Handbook and Advising Sheets created in partnership with coaches from Achieve the Dream as we advise students in hopes of meeting their professional and academic aspirations. Faculty and advisors are making use of attendance data and grading information accessible in real-time, and we anticipate the move to an SIS that better integrates Brightspace will make this process even smoother.

In addition to this, the college has continued to use our four-week warning system to track student progress in classes to aid with retention. Faculty who have concerns about students at the four-week point in class contact both the counseling office and the student's advisor, providing early intervention methods to aid in both class performance and retention. Liberal Studies faculty have also begun to include Trade and Technology advisors on all emails of student concern to ensure they are closing the loop for students. Since students tend to form close relationships with their Trade and Technology advisors, this often facilitates difficult conversations about student performance and, ultimately, ensures work is completed or help is sought when and where necessary.

Attention to student advising during the ATD process highlighted the necessity of basic college skills. As such, Dr. Jennifer Graham revamped College Success (COL 103), adjusting it from sixteen weeks to eight weeks, to better prepare students for the rigor of college classes and the expectations of a learning community. In 2018, with feedback from ATD coaches, the college decided to mandate COL 103 for all trades students. Since that date, trade students have made up about 50% of the COL 103 cohort. Prior to that, it was only taken by Liberal Studies students. Nursing students are required to take a similar course in their own field. The goal in doing this was to ensure trade students had the necessary skills to succeed in their core courses.

Findings and Analysis:

At an institutional level, the college continues to use rates of progression, transfer, retention, and graduation across all programs of study to measure student success and achievement. Since our last report, graduation rates have fluctuated between 29 and 37 percent (150% time). Retention rates have fluctuated between 57 and 65 percent. It's important to note that this highlights the years most impacted by the pandemic. Rates for part-time students vary between 19 and 31 percent, but, as before, these numbers are difficult to parse both because of the pandemic and the nature of part-time students at our institution.

In some programs, student success can continue to be tracked using licensure passage rates or certification exams (**Standard Eight Data First Form**). Many students in the Trade and Technology Occupations Department are eligible for national certification, as they were in our last report. Students of Nursing, Practical Nursing, Plumbing and Heating, and Emergency Medical Services programs take

state and national licensure exams. These numbers are posted on NMCC's website for all accredited programs.

NMCC's Admissions Office is in the process of continuing to develop its enrollment plan now that it is under new leadership. Following the retirement of a long-term Dean of Students and Registrar, we have new personnel in place who are seeking to gain a better understanding of the changing demographics and design a new enrollment management plan while not losing sight of what has worked well for the college in the past. Because the recently promoted Director of Admissions has ample experience working with high school students, increasing emphasis has been placed on dual enrollment, which has improved enrollment numbers and class diversity.

Through placement testing and a rigorous interview process, the admissions office ensures students are placed in courses that are appropriate for them, taking into consideration modality and location, as it relates to the designated program.

The Maine Community College System has directed its campuses to develop educational pathways through specific areas of study. These pathways not only help in recruitment by showcasing programs at different colleges but also ensure students complete their education with the degree they intend. This has implications for advising. One particular benefit is that faculty who advise students with different educational tracts have a clear guide to ensure students get the classes they need to graduate on time.

Because the college of Liberal Studies traditionally struggles to establish meaningful advising relationships, particular emphasis was placed on this during our ATD training. As a result, the college of liberal studies restructured the year one curriculum to create a cohort and provide a guided pathway. Recognizing that many students drop out after year one, this guided pathway helps students achieve 30 credit hours of their General Education core on transfer. Liberal studies also created a learning community for Liberal Studies students with Liberal Studies only sections of basic freshman classes like English Composition (ENG 111), recognizing the success our cohort trades programs had in grouping students together to create a sense of community that served students both in and out of the classroom and aided in persistence and retention.

As the college has moved away from ATD, it will be important to continue to focus on our advising programs to ensure students are being guided through their academic programs. Although students can register for classes independently, faculty and advisors in the counseling office can help keep them on the right path, avoiding unnecessary courses and expenses by taking courses out of sequence. This also ensures students complete their programs in a reasonable amount of time, not delaying graduation or licensure.

D. Satisfactory Levels of Student Achievement on Mission-Appropriate Student Outcomes

Description:

NMCC's stated mission promises high-quality career and transfer programs that lead to associate degrees, certificates, and specialized training necessary for an educated, skilled and adaptable workforce. As noted elsewhere in this essay, despite the challenges of the pandemic, NMCC has continued to innovate with area business leaders to ensure a steady supply of students training in the fields of nursing and allied health, as well as the trades. At the same time, the liberal studies program continues to prepare students for transfer, utilizing advising methods to ensure students get the most out of their education.

Findings and Analysis:

Program review remains a critical tool on our campus, as an indicator of how well students are being prepared to meet the specified program outcomes. Each department is responsible for the review of its programs overseen by the Academic Dean. Many programs also review data with their advisory committees on an annual basis. Any changes spurred by the review are presented to the Curriculum Committee for consideration prior to approval (**E-Series Form Part A**).

As demonstrated in the E-Series Forms, each program goes through a five-year review process, wherein faculty evaluate their methods of assessment for learning outcomes; examine retention, employment, and licensure rates; and assess program strengths and challenges based on students' success on specific measures to suggest actions through the Five-Year Program Review Template. Once the report is complete, it is approved by the Department Chair and Curriculum Committee before it is presented to the Board of Trustees of the Maine Community College System (**E-Series Form Part B**).

Programs that are accredited also undergo periodic visits from accrediting agencies and are usually required to complete an annual survey. For example, in its Reaffirmation of Accreditation report for the Accreditation Council for Business Schools and Programs (ACBSP) the Business Department noted several changes based on learning outcomes and the need to close the loop to ensure student improvement. For example, in Accounting 111 (ACC 111) it was noted that students struggled with the adjustment to net income for gain/losses on investing activities. As a result, faculty will spend more time on the gains/losses component of the operating activities/financing activities sections. This change should provide quantitative data regarding student performance over time. In CIS 129, it was noted that students had difficulty with database queries and selection criteria which affected the student learning outcome results. Measures were taken for faculty to spend additional time on coverage for queries and selection criteria. Additional in-class assignments will also be assigned to reinforce concepts.

Fostering an environment of continuous improvement is central to maintaining high-quality educational standards and staying relevant in changing fields.

Appraisal and Projections:

The college should continue to evaluate programmatic data on an annual basis to ensure that we continue to maintain quality standards and make improvements where needed. The five-year plan is designated by the Community College System, which will continue to happen.

The college needs to do a better job closing the loop, ensuring that changes that are made achieve the intended outcome. For example, Medical Assisting switched from college algebra as a requirement to quantitative analysis which is more targeted for that program. However, we don't yet have data comparing the effects of that change and whether it has made a difference in student success rates. On a college level, we need to be more consistent in tracking and disaggregating data as needed to evaluate specific programs and classes when changes are made.

As we reflect on what our students gain as a result of their education at NMCC, and how we can foster an environment focused on educational effectiveness, we recognize that faculty involvement and buy-in are going to be central to any steps we take moving forwards. While Brightspace offers a variety of promising tools, without appropriate training over a reasonable timeline, it will be difficult to maximize the benefits for evaluation and disaggregation of data.

One benefit NMCC has is a dedicated faculty eager to meet the needs of its students. Ongoing professional development is necessary to continue to bridge gaps between those who have more field experience and those with more traditional academic backgrounds. While we're fortunate to have some faculty capable of providing this training, it would be beneficial to also bring in experts in the development, improvement, and analysis of educational outcomes to ensure we are providing a diversity of voices and experiences.

Institutional Plans

As the College looks toward the issues the institution will face over the next five years, leadership has identified five areas that will require attention and focus from both the campus and the Maine Community College System.

The expansion of online programs and services provides an opportunity for the College to address the challenges arising from the aging and declining population base. Producing a quality online experience for students will permit the College to deliver courses beyond our geographic region and expand the potential area of service. This effort advances the Core Value of Excellence, despite the mode of delivery. The past three years created the opportunity to align the institution in this area.

The College has embarked on several collaborative efforts with other institutions within the Maine Community College System and also with other higher education providers in the state. These efforts aim to expand NMCC's reach and achieve new levels of efficiency. Through these efforts NMCC establishes itself as a leader in the field, and also adds value to students by improving flexibility and reducing the need to relocate for specific programs. One example of this is the College's collaboration with Maine Maritime academy to develop offshore wind power training. With funding awarded through Congressionally Directed Spending in years 2022 and 2023, NMCC and MMA directed joint efforts to address a critical workforce need in the state, preparing technicians to service offshore technologies already popular in Europe and gaining momentum in the US, specifically off the coast of Maine, which promises up to 3.5 gigawatts of alternative wind energy. This partnership allows both organizations to transcend curriculum limitations to fulfill their organization's greater purpose and provides a model for projects built on similar collaborations.

Within the M CCS, NMCC partnered with Southern Maine Community College to provide Water and Waste Water Treatment Technology classes on their South Portland campus. This allows NMCC to deliver a dynamic regionally-critical program across a significantly expanded geography, increasing full-time enrollment for NMCC while supporting SMCC with general education headcount and student activity. This model of delivery requires refinement, but provides places NMCC ahead of other institutions in distance learning technologies and preparing classrooms for hybrid, multi-location delivery. The relationship with SMCC also advances a cultural shift to understand campuses as not

competing with each other, but as collaborative partners to meet the needs of the people of our state and beyond. NMCC plans to continue developing these partnerships, expanding the available training to students in Northern Maine and also making the College's most unique programs available to students unable to relocate to the area. While such models introduce complexity, they also support the College's Core Values of diversity through expanded access and sustainability by broadening the institution's reach.

Although NMCC maintains strong financial reserves and an energized Foundation, the financial underpinnings of the College are dependent on many grants and ongoing contributions that do not allow for long-term planning. This financial model limits the College's ability to address certain long-term challenges, such as facility maintenance planning and equipment replacement. Developing a plan to support the facility needs of the campus is currently underway. The ability to plan long-term is essential to advancing all of NMCC's Core Values, and the College is exploring alternative models that would allow more insight into further-sighted budgeting and planning.

Realigning the College's business model to reflect the changes required to be responsive to our community and the state of Maine will require adjustment to our collective bargaining agreement. NMCC's financial challenges are tied to collective bargaining agreements that perpetuate the existing approaches to the delivery of programs and services. NMCC has begun this evolution with changes to our faculty workload agreement; however, much more work needs to be done to ensure the efficient utilization of campus human resources. This work will be focused on the campus and Maine Community College System levels.

The College has seen significant growth in the workforce development area, including all non-credit instruction. This growth has been fueled by employer demand for retraining of the workforce and significant funding from federal and state resources. The mission of the institution includes developing an educated and adaptable workforce, and over-indexing on workforce skills without supplemental education dismisses some of the College's most important efforts. Building a bridge between this high-demand short-term training to other credentials offered by the College is an important step for our future. College leadership is participating in a system-level SWOT analysis, and raising awareness about risks related to short-term workforce training that comes at the expense of developing an educated workforce capable of advocating for itself. Additionally, College leaders have sought to inform the

campus community – faculty, advisory committees, and the Foundation Board – about the importance of education beyond job placement. This dialogue has been advanced through social media and campus-wide presentations.

The College is engaged with the community to become a welcoming area for refugee resettlement. Expanding the cultural diversity within our communities is viewed as essential to growing the population base and supporting workforce development needs in our area. The MCCA has supported NMCC's efforts in this area, and the local city council has partnered with NMCC to establish a full-time position located at the College to develop and establish a refugee resettlement site in Aroostook County. This effort brings promise to the region and will require a regional collaboration to bring this to life. This is an important step for the campus and for the region.

Northern Maine Community College embraces its role as a leader in the community and takes seriously the responsibility of supporting the community that supports the institution. At a strategic level, the College prioritizes fundraising, curriculum development, facilities development, outreach efforts, hiring, and public relations that align with the insights brought to light through the self-reflection enabled by the accreditation process. These insights are cultivated and shared with the campus community for feedback and support, relying heavily on feedback from the program advisory committees, the general advisory committee, and the Foundation board. It's often said that NMCC takes pride in being a community college in the truest sense; this institution serves the community. NMCC engages the community in our efforts to realize the important mission, vision, and values of this organization, and welcomes new insights and redirection when they become available.



New England Commission of Higher Education

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

- 1. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.nmcc.edu/academics/support/student-services/transcripts
Print Publications	NMCC 2022-2024 College Catalog, page 9
Self-study/Fifth-year Report Page Reference	Page 22, Standard 4

- 2. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf
Print Publications	NMCC 2022-2023 Student Handbook, pages 40-46
Self-study/Fifth-year Report Page Reference	Page 25, Standard 5

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

Method(s) used for verification	Secure login & password to the system portal, proctored examinations using Proctorio; Verified with attendance
Self-study/Fifth-year Report Page Reference	Page 23, Standard 4

- 4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	n/a
Print Publications	n/a
Self-study Page Reference	n/a

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

Chief Executive Officer:

Date: January 17, 2023

March, 2016, June 2020, August 2021



Maine Community College System (A Component Unit of the State of Maine)

FINANCIAL STATEMENTS
and
SUPPLEMENTARY INFORMATION

June 30, 2022 and 2021
With Independent Auditor's Report



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

Financial Statements

Years Ended June 30, 2022 and 2021

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Maine Community College System

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the business-type activities, the aggregate discretely presented component units, and the fiduciary fund of the Maine Community College System (the System), a component unit of the State of Maine, as of and for the years ended June 30, 2022 and 2021, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

In our opinion, based on our audits and the reports of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, the aggregate discretely presented component units, and the fiduciary fund of the System as of June 30, 2022 and 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles (U.S. GAAP).

We did not audit the financial statements of certain foundations within the aggregate discretely-presented component units, which represent 39%, and 11%, respectively, of the assets, and revenues of the System as of June 30, 2022, and the respective changes in financial position, and where applicable, cash flows thereof for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion on the aggregate discretely-presented component units, insofar as it relates to the amounts included for these certain foundations, is based solely on the reports of the other auditors.

Basis for Opinions

We conducted our audits in accordance with U.S. generally accepted auditing standards (U.S. GAAS) and *Government Auditing Standards*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the System and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As discussed in Note 1 to the financial statements, during the year ended June 30, 2022, the System adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases*, and GASB Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. Our opinion is not modified with respect to these matters.

Management's Responsibility for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the System's ability to continue as a going concern within twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with U.S. GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with U.S. GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the System's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

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

Supplementary Information

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

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2022 on our consideration of the System's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the effectiveness of the System's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the System's internal control over financial reporting and compliance.

Berry Dunn McNeil & Parker, LLC

Manchester, New Hampshire
October 14, 2022

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

Introduction

The following report is Management's Discussion and Analysis (MD&A) of the financial results for the year ended June 30, 2022, with comparative information for the prior two years. The MD&A should be read in conjunction with the financial statements and related notes that are presented with this report. The MD&A is unaudited supplemental information required by the Governmental Accounting Standards Board (GASB). The purpose of the MD&A is to enhance the understandability and usefulness of the financial statements by providing an objective analysis of the financial activities based on currently known facts, decisions, and conditions. The financial statements, footnotes, and MD&A are management's responsibility.

General Information about the Maine Community College System

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

Maine's seven community colleges offer more than 300 degree and certificate options in over 140 occupational fields. More than 75 percent are the only ones of their kind in the state. In all, over 28,000 Maine people are served by the state's community colleges each year, through degree programs, customized training, and credit and non-credit offerings.

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

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

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Using the Financial Statements

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

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

The Statement of Net Position depicts the financial position of the Maine Community College System as of June 30, 2022, with comparative data from June 30, 2021, and includes all of the assets and liabilities, deferred inflows and deferred outflows of the System. Assets represent what the System owns plus what is owed to MCCS. Liabilities constitute obligations to make payment to others plus what the System has collected in advance of providing the related services. Net position represents the residual interest in the MCCS assets after liabilities are deducted, net of deferred inflows and outflows, and the positive or negative change in net position over time is an indicator of the relative financial health of the System. The net position is divided into three primary categories:

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

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

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

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The Statement of Revenues, Expenses and Changes in Net Position presents the operating, non-operating and other activities of the System for the full fiscal year which runs from July 1st to June 30th. Two years of revenues, expenses, and changes in net position are presented for comparative purposes.

This statement reports the amounts received from tuition, State appropriations, residential life fees, grants, and services and other items of income against all the costs and outlays incurred in order to operate the System. The costs incurred include salaries and benefits, supplies and overhead expenses, insurances, utilities, and depreciation. The expenses are categorized according to the activity that generated the cost.

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

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

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

Capital and related financing activities include those activities relating to the generation and repayment of funds provided by and paid to lenders as well as grants for acquisition of capital assets. There were a number of capital projects across the system using reserves for renewal and replacement. In FY22 these projects included: building a Criminal Justice scenario house; roof, window, and boiler replacements; instruction lab upgrades and equipment; building upgrades and renovations. Grant funds were utilized to upgrade instructional lab equipment across many programs.

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

Highlights and Trends Impacting Financial Results

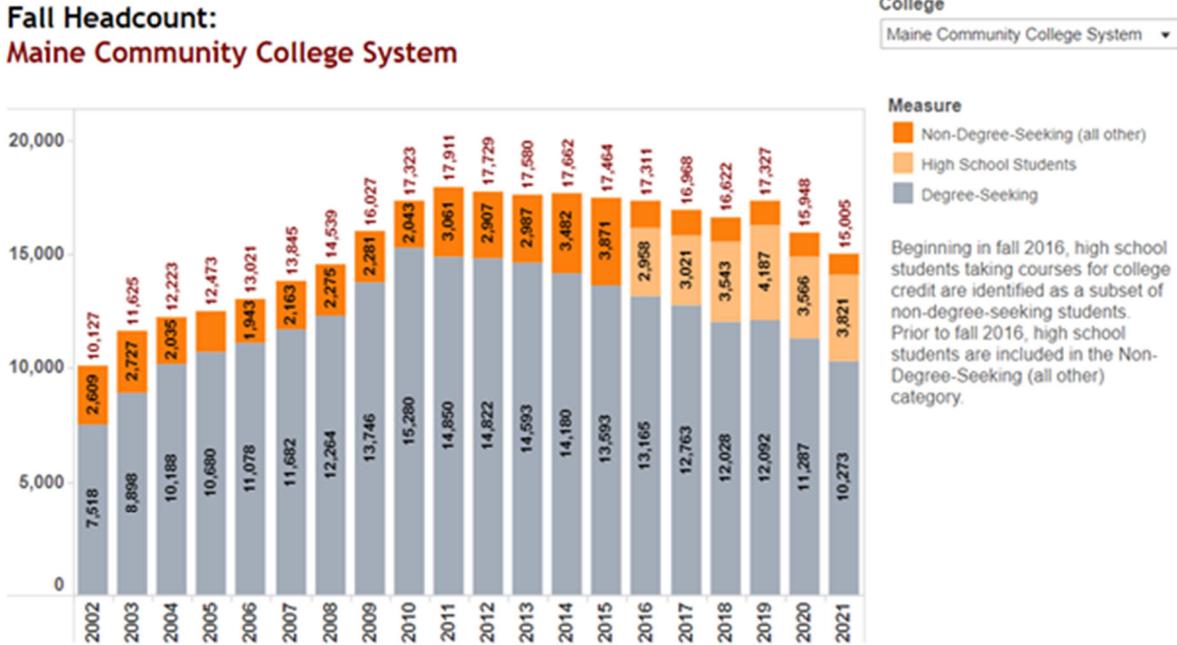
As a publicly funded institution of higher education, MCCS receives appropriations from the State of Maine partially subsidizing the cost of attendance at one of the seven community colleges. In 2022 State appropriations for operations increased \$2.2 million, or 3 percent and the general operation curtailment was re-established in the base. The increase in appropriation was offset by the elimination of \$2.5 million in one-time Maine Quality Center funding that was approved in the supplemental budget passed in March 2020 and received in FY21. Live Fires Service Training Facilities Funds of \$0.25 million were also eliminated in FY22.

Enrollment was 15,005 in the fall 2021 (fiscal 2022) compared to 15,948 in the fall of 2020, a decrease of 6 percent. The decrease came from degree seeking students and non-degree seeking students, down 9 percent and 17 percent respectively. High school students taking courses for college credit increased 7 percent.

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Source: College Enrollment Reports (2002-2014); MCCS Data Mart (2015-2020)

After making the transition from technical to community colleges in 2003, enrollment system-wide grew to an all-time high in 2011 of 17,911 a 76.9 percent increase. The enrollment growth was partially attributable to the expanded mission of the institutions with more students enrolling in liberal studies programs and taking advantage of transfer agreements to four-year institutions. The decline in recent years in degree seeking enrollments is the result of a fewer students graduating from Maine high schools and a strong job market. The state unemployment rate for June 2022 was 3.0 percent. The current rate is down from June 2021, when it was 4.8 percent, and lower than the June 2019 pre-pandemic rate of 3.2 percent.

MCCS implemented GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* (GASB 68) in 2015. GASB 68 requires MCCS to report the System's proportionate share of the State's net pension liability. MCCS's proportionate share of the State's net pension liability as of June 30, 2022 was \$26.4 million, compared to \$51.0 million as of June 30, 2021, and to \$48.2 million liability as of June 30, 2020. The System incurred expense related to pension benefits of \$692,457 in 2022, \$6,323,873 in 2021, and \$6,554,054 in 2020, recognized income related to pension benefits of \$35,891 in 2019 and \$1.2 million in 2018, and incurred expense of \$5.2 million in 2017, and \$7.4 million in 2016. The impact of GASB 68 results from a change in accounting for pension benefits administered by the Maine Public Employees Retirement System (MainePERS), not a change resulting from operations. MCCS is not directly responsible for the payment of retirement pensions earned by employees who are members of MainePERS.

In 2018, MCCS implemented GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (GASB 75). GASB 75 changed the method of accounting for the System's responsibility to pay for Other Post-employment Benefits (OPEB) for qualified retirees. As a result, the System recorded a reduction in net assets of \$15.1 million and reported a net OPEB liability of \$12.1 million as of June 30, 2018. The net OPEB liability as of June 30, 2019 was \$3.2 million and was \$2.4 million as of June 30, 2020. The System reported a net OPEB liability of \$2.9 million as of June 30, 2022,

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and \$5.3 million as of June 30, 2021, with over funding coming from investment income exceeding expectations and decreasing healthcare costs.

In 2022, MCCS implemented GASB Statement No. 87, *Leases* (GASB 87). GASB 87 changed the method of accounting for the System's operating leases and required a restatement of net position. GASB87 required MCCS to report leases by lessee and lessor and recognized outflows and inflows of resources based on the payment provisions of the lease contract. The System reported Right of Use asset on System Office space of \$871,859 as of June 30, 2022 and \$968,422 as of June 30, 2021. Lease obligations were \$890,103 as of June 30, 2022 and \$979,296 as of June 30, 2021.

College Results and Combined Operating Results

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

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

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

The colleges are responsible for responding to their community's business and enrollment needs. They also respond to grant opportunities based on the needs of the individual college. The 2022 and 2021 statements of revenues, expenses, and changes in net position for the individual colleges are as follows:



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<u>Year ended June 30, 2021</u> <i>(in millions)</i>	June 30, 2022							<i>All</i>
	<u>CMCC</u>	<u>EMCC</u>	<u>KVCC</u>	<u>NMCC</u>	<u>SMCC</u>	<u>WCCC</u>	<u>YCCC</u>	<u>Colleges</u>
Student tuition and fees	\$ 6.2	\$ 4.7	\$ 4.9	\$ 1.9	\$ 14.5	\$ 0.9	\$ 2.8	\$ 35.9
Residential life	0.5	0.4	-	2.1	0.7	0.2	-	3.9
Less: scholarships	<u>(6.1)</u>	<u>(3.7)</u>	<u>(4.5)</u>	<u>(2.3)</u>	<u>(9.0)</u>	<u>(1.0)</u>	<u>(2.0)</u>	<u>(28.6)</u>
Tuition and residential life	0.6	1.4	0.4	1.7	6.2	0.1	0.8	11.2
Federal grants and contracts	6.0	3.9	3.9	2.4	8.9	1.1	1.8	28.0
Grants and other revenue	<u>1.4</u>	<u>1.9</u>	<u>1.5</u>	<u>0.8</u>	<u>5.3</u>	<u>0.3</u>	<u>1.2</u>	<u>12.4</u>
Total operating revenues	<u>8.0</u>	<u>7.2</u>	<u>5.8</u>	<u>4.9</u>	<u>20.4</u>	<u>1.5</u>	<u>3.8</u>	<u>51.6</u>
Instruction	8.4	8.6	5.7	6.1	18.8	2.6	3.3	53.5
Public service	-	0.1	-	-	0.6	0.1	-	0.8
Academic support	1.5	1.0	1.9	0.6	3.9	0.9	1.2	11.0
Student services	2.4	2.5	1.7	1.5	4.1	1.2	0.8	14.2
Institutional support	2.5	2.0	2.7	2.5	5.8	1.2	2.5	19.2
Operations & maintenance	1.5	1.8	1.5	1.7	4.5	0.7	0.5	12.2
Student aid	1.6	0.9	0.5	0.7	2.1	0.2	0.6	6.6
Auxiliary enterprises	0.8	0.6	-	0.7	0.9	0.5	-	3.5
Depreciation	<u>2.2</u>	<u>1.6</u>	<u>1.6</u>	<u>1.3</u>	<u>3.7</u>	<u>0.5</u>	<u>0.9</u>	<u>11.8</u>
Total operating expenses	<u>20.9</u>	<u>19.1</u>	<u>15.6</u>	<u>15.1</u>	<u>44.4</u>	<u>7.9</u>	<u>9.8</u>	<u>132.8</u>
Operating loss	<u>(12.9)</u>	<u>(11.9)</u>	<u>(9.8)</u>	<u>(10.2)</u>	<u>(24.0)</u>	<u>(6.4)</u>	<u>(6.0)</u>	<u>(81.2)</u>
State appropriations	9.4	9.5	7.7	9.1	16.5	5.9	5.6	63.7
Higher Education								
Emergency Relief Funds	5.0	3.8	1.6	1.9	10.2	0.8	1.7	25.0
Gifts	-	-	-	0.8	0.1	-	-	0.9
Net investment income	<u>-</u>	<u>0.4</u>	<u>0.1</u>	<u>0.1</u>	<u>-</u>	<u>0.1</u>	<u>0.1</u>	<u>0.8</u>
Net nonoperating revenues	<u>14.4</u>	<u>13.7</u>	<u>9.4</u>	<u>11.9</u>	<u>26.8</u>	<u>6.8</u>	<u>7.4</u>	<u>90.4</u>
Income (loss) before other	<u>1.5</u>	<u>1.8</u>	<u>(0.4)</u>	<u>1.7</u>	<u>2.8</u>	<u>0.4</u>	<u>1.4</u>	<u>9.2</u>
Capital grants and gifts	-	-	-	-	-	-	-	-
Proceeds from State for capital asset acquisition	0.3	0.8	0.6	0.4	2.3	0.4	0.2	5.0
Inter-campus transfers	<u>0.6</u>	<u>0.7</u>	<u>0.6</u>	<u>0.7</u>	<u>1.6</u>	<u>0.4</u>	<u>0.2</u>	<u>4.8</u>
Total other revenue & gains	<u>0.9</u>	<u>1.5</u>	<u>1.2</u>	<u>1.1</u>	<u>3.9</u>	<u>0.8</u>	<u>0.4</u>	<u>9.8</u>
Change in net position	2.4	3.3	0.8	2.8	6.7	1.2	1.8	19.0
Net position-beginning / year	<u>35.2</u>	<u>22.8</u>	<u>28.8</u>	<u>24.7</u>	<u>66.5</u>	<u>14.6</u>	<u>16.4</u>	<u>209.0</u>
Net position-end / year	<u>\$37.6</u>	<u>\$ 26.1</u>	<u>\$29.6</u>	<u>\$27.5</u>	<u>\$ 73.2</u>	<u>\$15.8</u>	<u>\$18.2</u>	<u>\$228.0</u>

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

<u>Year ended June 30, 2021</u> <i>(in millions)</i>	<u>All</u> <u>Colleges</u>	<u>System-</u> <u>Wide</u>	<u>System</u> <u>Office</u>	<u>State's</u> <u>UAAL</u>	<u>MCCS</u>
Student tuition and fees	\$ 35.9	\$ -	\$ -	\$ -	\$ 35.9
Residential life	3.9	-	-	-	3.9
Less: scholarships	<u>(28.6)</u>	<u>(2.5)</u>	<u>(0.1)</u>	-	<u>(31.2)</u>
Net tuition and residential life	11.2	(2.5)	(0.1)	-	8.6
Federal grants and contracts	28.0	-	0.3	-	28.3
Grants and other revenue	<u>12.4</u>	<u>1.9</u>	<u>1.9</u>	-	<u>16.2</u>
Total operating revenues	<u>51.6</u>	<u>(0.6)</u>	<u>2.1</u>	-	<u>53.1</u>
Instruction	53.5	-	-	(1.9)	51.6
Public service	0.8	-	-	-	0.8
Academic support	11.0	-	1.8	(0.5)	12.3
Student services	14.2	-	-	(0.6)	13.6
Institutional support	19.2	1.0	5.3	(0.8)	24.7
Operations & maintenance	12.2	-	0.2	(0.3)	12.1
Student aid	6.6	-	-	-	6.6
Auxiliary enterprises	3.5	-	-	(0.1)	3.4
Depreciation and amortization	<u>11.8</u>	-	<u>0.3</u>	-	<u>12.1</u>
Total operating expenses	<u>132.8</u>	<u>1.0</u>	<u>7.6</u>	<u>(4.2)</u>	<u>137.2</u>
Operating loss	<u>(81.2)</u>	<u>(1.6)</u>	<u>(5.5)</u>	<u>4.2</u>	<u>(84.1)</u>
State appropriations	63.7	0.1	10.0	-	73.8
Higher Education Emergency Relief Funds	25.0	-	-	-	25.0
Gifts	0.9	0.1	-	-	1.0
Net investment income	<u>0.8</u>	<u>8.9</u>	-	-	<u>9.7</u>
Net nonoperating revenues	<u>90.4</u>	<u>9.1</u>	<u>10.0</u>	-	<u>109.5</u>
Income (loss) before other	<u>9.2</u>	<u>7.5</u>	<u>4.5</u>	<u>4.2</u>	<u>25.4</u>
Capital grants and gifts	-	-	-	-	-
Proceeds from State for capital asset acquisition	5.0	-	-	-	5.0
Inter-campus transfers	<u>4.8</u>	<u>(2.4)</u>	<u>(2.4)</u>	-	-
Total other revenue, gains or (losses)	<u>9.8</u>	<u>(2.4)</u>	<u>(2.4)</u>	-	<u>5.0</u>
Change in net position	19.0	5.1	2.1	4.2	30.4
Net position-beginning / year	<u>209.0</u>	<u>35.9</u>	<u>10.0</u>	<u>(69.0)</u>	<u>185.9</u>
Net position-end / year	<u>\$228.0</u>	<u>\$41.0</u>	<u>\$ 12.1</u>	<u>\$(64.8)</u>	<u>\$216.3</u>

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<u>Year ended June 30, 2022</u> <i>(in millions)</i>	<u>CMCC</u>	<u>EMCC</u>	<u>KVCC</u>	<u>NMCC</u>	<u>SMCC</u>	<u>WCCC</u>	<u>YCCC</u>	<u>All Colleges</u>
Student tuition and fees	\$ 6.1	\$ 4.6	\$ 4.4	\$ 1.6	\$ 13.3	\$ 0.9	\$ 2.6	\$ 33.5
Residential life	2.0	1.0	-	0.4	3.8	0.3	-	7.5
Less: scholarships	<u>(6.7)</u>	<u>(4.0)</u>	<u>(4.8)</u>	<u>(2.1)</u>	<u>(9.5)</u>	<u>(1.3)</u>	<u>(2.2)</u>	<u>(30.6)</u>
Tuition and residential life	1.4	1.6	(0.4)	(0.1)	7.6	(0.1)	0.4	10.4
Federal grants and contracts	5.5	3.3	4.3	2.4	8.3	1.3	1.9	27.0
Grants and other revenue	<u>2.2</u>	<u>2.3</u>	<u>2.3</u>	<u>0.8</u>	<u>7.1</u>	<u>0.8</u>	<u>1.7</u>	<u>17.2</u>
Total operating revenues	<u>9.1</u>	<u>7.2</u>	<u>6.2</u>	<u>3.1</u>	<u>23.0</u>	<u>2.0</u>	<u>4.0</u>	<u>54.6</u>
Instruction	8.3	8.0	6.5	6.0	19.1	2.8	3.7	54.4
Public service	-	0.1	-	-	0.8	0.1	-	1.0
Academic support	1.8	1.0	2.1	0.8	4.1	1.1	1.4	12.3
Student services	2.7	2.1	1.7	1.6	4.8	1.3	1.0	15.2
Institutional support	2.3	2.4	2.5	2.5	4.4	1.1	2.7	17.9
Operations & maintenance	1.6	1.8	1.7	1.7	4.8	0.8	0.8	13.2
Student aid	4.0	3.5	2.6	1.2	6.0	0.7	1.2	19.2
Auxiliary enterprises	1.2	1.1	-	0.8	1.5	0.5	-	5.1
Depreciation	<u>2.3</u>	<u>1.7</u>	<u>1.6</u>	<u>1.4</u>	<u>4.0</u>	<u>0.6</u>	<u>1.0</u>	<u>12.6</u>
Total operating expenses	<u>24.2</u>	<u>21.7</u>	<u>18.7</u>	<u>16.0</u>	<u>49.5</u>	<u>9.0</u>	<u>11.8</u>	<u>150.9</u>
Operating loss	<u>(15.1)</u>	<u>(14.5)</u>	<u>(12.5)</u>	<u>(12.9)</u>	<u>(26.5)</u>	<u>(7.0)</u>	<u>(7.8)</u>	<u>(96.3)</u>
State appropriations	9.6	9.8	8.0	9.4	16.7	6.1	5.8	65.4
Higher Education								
Emergency Relief Funds	6.0	4.8	4.1	2.1	9.8	1.5	2.6	30.9
Gifts	-	-	-	1.7	0.3	-	-	2.0
Net investment income	<u>(0.2)</u>	<u>(0.4)</u>	<u>-</u>	<u>(0.1)</u>	<u>(0.5)</u>	<u>(0.1)</u>	<u>(0.2)</u>	<u>(1.5)</u>
Net nonoperating revenues	<u>15.4</u>	<u>14.2</u>	<u>12.1</u>	<u>13.1</u>	<u>26.3</u>	<u>7.5</u>	<u>8.2</u>	<u>96.8</u>
Income (loss) before other	<u>0.3</u>	<u>(0.3)</u>	<u>(0.4)</u>	<u>0.2</u>	<u>(0.2)</u>	<u>0.5</u>	<u>0.4</u>	<u>0.5</u>
Capital grants and gifts	-	-	-	-	-	-	-	-
Proceeds from State for capital asset acquisition	0.2	0.4	0.1	-	0.8	0.4	0.3	2.2
Inter-campus transfers	<u>0.5</u>	<u>0.3</u>	<u>0.3</u>	<u>0.4</u>	<u>1.1</u>	<u>0.4</u>	<u>0.5</u>	<u>3.5</u>
Total other revenue & gains	<u>0.7</u>	<u>0.7</u>	<u>0.4</u>	<u>0.4</u>	<u>1.9</u>	<u>0.8</u>	<u>0.8</u>	<u>5.7</u>
Change in net position	1.0	0.4	0.0	0.6	1.7	1.3	1.2	6.2
Net position-beginning / year	<u>37.6</u>	<u>26.1</u>	<u>29.6</u>	<u>27.5</u>	<u>73.2</u>	<u>15.8</u>	<u>18.2</u>	<u>228.0</u>
Net position-end / year	<u>\$38.6</u>	<u>\$ 26.5</u>	<u>\$29.6</u>	<u>\$28.1</u>	<u>\$ 74.9</u>	<u>\$17.1</u>	<u>\$19.4</u>	<u>\$234.2</u>

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<u>Year ended June 30, 2022</u> <i>(in millions)</i>	<i>All</i> <u>Colleges</u>	<i>System-</i> <u>Wide</u>	<i>System</i> <u>Office</u>	<i>State's</i> <u>UAAL</u>	<i>MCCS</i>
Student tuition and fees	\$ 33.5	\$ -	\$ -	\$ -	\$ 33.5
Residential life	7.5	-	-	-	7.5
Less: scholarships	<u>(30.6)</u>	<u>(2.5)</u>	-	-	<u>(33.1)</u>
Net tuition and residential life	10.4	(2.5)	-	-	7.9
Federal grants and contracts	27.0	-	0.2	-	27.2
Grants and other revenue	<u>17.2</u>	<u>3.0</u>	<u>2.4</u>	-	<u>22.6</u>
Total operating revenues	<u>54.6</u>	<u>0.5</u>	<u>2.6</u>	-	<u>57.7</u>
Instruction	54.4	-	-	(4.0)	50.4
Public service	1.0	-	-	-	1.0
Academic support	12.3	-	2.7	(1.2)	13.8
Student services	15.2	-	0.1	(1.3)	14.0
Institutional support	17.9	0.7	6.1	(1.6)	23.1
Operations & maintenance	13.2	-	0.1	(0.9)	12.4
Student aid	19.2	-	-	-	19.2
Auxiliary enterprises	5.1	-	-	(0.2)	4.9
Depreciation and amortization	<u>12.6</u>	-	<u>0.1</u>	-	<u>12.7</u>
Total operating expenses	<u>150.9</u>	<u>0.7</u>	<u>9.1</u>	<u>(9.2)</u>	<u>151.5</u>
Operating loss	<u>(96.3)</u>	<u>(0.2)</u>	<u>(6.5)</u>	<u>9.2</u>	<u>(93.8)</u>
State appropriations	65.4	0.7	7.9	-	74.0
Higher Education Emergency Relief Funds	30.9	-	-	-	30.9
Gifts	2.0	-	-	-	2.0
Net investment income	<u>(1.5)</u>	<u>(7.0)</u>	-	-	<u>(8.5)</u>
Net nonoperating revenues	<u>96.8</u>	<u>(6.3)</u>	<u>7.9</u>	-	<u>98.4</u>
Income (loss) before other	<u>0.5</u>	<u>(6.5)</u>	<u>1.4</u>	<u>9.2</u>	<u>4.6</u>
Capital grants and gifts	-	-	-	-	-
Proceeds from State for capital asset acquisition	2.2	-	-	-	2.2
Inter-campus transfers	<u>3.5</u>	<u>(1.5)</u>	<u>(2.0)</u>	-	-
Total other revenue, gains or (losses)	<u>5.7</u>	<u>(1.5)</u>	<u>(2.0)</u>	-	<u>2.2</u>
Change in net position	6.2	(8.0)	(0.6)	9.2	6.8
Net position-beginning / year	<u>228.0</u>	<u>41.0</u>	<u>12.1</u>	<u>(64.8)</u>	<u>216.3</u>
Net position-end / year	<u>\$234.2</u>	<u>\$33.0</u>	<u>\$ 11.5</u>	<u>\$(55.6)</u>	<u>\$223.1</u>

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In November of 2018 the voters of the State of Maine approved a \$15 million Chap. 465 P.L. 2017 General Purpose Bond. The bond funds were allocated to all seven colleges and during FY22 the colleges spent \$2.3 million on instruction lab upgrades and equipment, building upgrades and renovations at two colleges, building automation and security systems, completion of building sprinkler system, water main upgrades, and residence hall ADA renovations.

The colleges are not required to budget for depreciation expenses but do budget for capital expenditures funded through operations. As a result, each of the seven colleges ended 2022 with a surplus. With approval from the System Office, the colleges can reserve a portion of the earned surplus for future capital investments (discussed below, in the section on Net Position), but the unobligated net position is not available to the colleges for discretionary spending.

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

Economic Factors Affecting Maine's Community Colleges

COVID-19 had a profound impact on public health and the economy. As Maine begins to work toward an economic recovery, the significant need for the training and education provided by Maine's community colleges has never been more apparent.

Maine people with education and technical skills have gained economic opportunity. But those lacking the essential skills needed to get a job in the modern economy are losing hope. Data collected by Opportunity Insights indicated that, in Maine, almost 40% of low-income jobs have gone away, while moderate- and high-income jobs that require skills have increased substantially.

Students at the fringe of academic success and students who learn by working with their hands suffered incredible learning loss and emotional setbacks in recent years. For many, mental health and housing and food insecurity challenges their ability to get the education they need.

Pandemic relief funds from both the state of Maine and the federal government were a crucial resource that allowed Maine's community colleges to continue providing education and training as well and expand support for struggling students. These funds are time-limited in nature, and MCCS continues to invest those dollars in short-term training and immediate needs in compliance with state and federal requirements.

In July 2021 the Maine State Legislature approved the Maine Jobs and Recovery Plan (MJRP). LD1733 included \$35 million in one-time American Rescue Plan Act federal funding under State and Local Fiscal Recovery Funds for workforce development initiatives to provide training for 8,500 Maine residents in the following targeted industry sectors: Healthcare, The Green Economy, Manufacturing, Hospitality, Education, Computer Technology, and the trades.

The business plan for the MJRP grant was approved by the state on December 29, 2021. This allowed the work to begin and for the colleges to start implementation and recruitment. In FY22 sixty-three training programs representing \$8.5M in funding commitments were submitted. A total of over 2,700 seats were available in these programs which started in FY22 and will conclude by September 2023. Additional training opportunities continue to be developed for completion under this funding through out the grant award period, which ends December 2024.

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Governor Mills included a free community college initiative in her supplemental budget. This is a last-dollar scholarship, meaning eligible students must first accept grants or scholarship awarded to them, with the last dollar costs of tuition and mandatory fees covered by the free college scholarship. The \$20 million initiative will begin in FY23 and provides two years of free community college to the Maine high school graduates most affected by the pandemic: the Classes of 2020, 2021, 2022, and 2023. Other states launching free college initiatives saw enrollment increase about 25 percent. In Maine, 8,000 students are expected to benefit from the free college offer.

In April 2022, the Governor signed the supplemental budget which included a \$2.5 million in ongoing allocation to MCCS for expansion of the nursing programs across the state in FY23. The \$2.5 million will be matched by healthcare providers MaineHealth and Northern Light Health. This allows Maine's community colleges to double the number of nursing program graduates from approximately 240 people per year to 480 per year. These funds are a significant investment in addressing the nursing shortage in Maine.

Appropriation <i>(in millions)</i>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>Requested</u> <u>2024</u>
Base appropriation	\$69.4	\$72.0	\$73.8	\$74.0	\$79.1
New funding for ongoing operations	2.1	0.0	2.2	2.3	3.6
New funding for strategic initiatives	<u>0.5</u>	<u>2.5</u>	<u>(2.7)</u>	<u>2.8</u>	<u>5.0</u>
Curtailment		(0.7)	0.7		
New appropriation	<u>\$72.0</u>	<u>\$73.8</u>	<u>\$74.0</u>	<u>\$79.1</u>	<u>\$87.7</u>
Special one-time MJRP funding			15.0	20.0	
Special one-time Free College Funding				20.0	
Appropriation with special one-time funding	<u>\$72.0</u>	<u>\$73.8</u>	<u>\$89.0</u>	<u>\$119.1</u>	<u>\$87.7</u>

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The Maine community colleges were allocated a total of \$64.5 million in Higher Education Emergency Relief Funds (HEERF) under the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020, the Coronavirus Response and Relief Supplemental Appropriation (CRRSA) disbursed in January 2021, and the American Rescue Plan Act (ARPA) passed in March 2021. The HEERF allocations included \$26.0 million for emergency financial aid grants to students and \$38.5 million of institutional funds for COVID-19 response expenses. The major change with the ARPA was under the use of institutional funds for lost revenue. This allowed Maine community colleges to recover lost revenue due to COVID-19.

In 2022 MCCS spent \$30.9 million of the HEERF funds, \$18.7 million in student emergency aid and \$12.2 million on institutional expenditures including \$7.1 million in lost revenue. When added to the expenditures from 2020 and 2021, the total HEERF expended is \$58.6 million through June 30, 2022. This represents \$32.3 million of institutional aid expended from all three pieces of funding, and a total of \$26.3 million disbursed in student emergency aid since the start of the pandemic.

Statement of Revenues, Expenses, and Changes in Net Position

In 2022 MCCS recorded an increase in net position of \$6.8 million. This increase is due to \$30.9 million in Higher Education Emergency Relief Funds (HEERF) during the fiscal year, up from \$25.0 million in 2021. Operating revenue increased \$4.6 million due to an increase in residential life of \$3.5 million due to more students returning to campus from the previous year, an increase in state and local grants of \$4.8 million and \$1.2 million increase in nongovernmental grants and contracts. Operating expenses increased \$14.3 million with \$12.6 million of the increase in HEERF student emergency aid. Year over year, nonoperating revenue decreased in 2022 by \$11.1 million due to a \$18.1 million decrease in investment income, offset by a \$5.9 million increase in HEERF and \$1 million increase in gifts. Other revenue decreased \$2.8 million with a decline in Chap. 465 P.L. 2017 General Purpose Bond funds.

MCCS saw an increase in net position of \$30.4 million in 2021. This increase was due largely to an increase in nonoperating revenue of \$30.4 million. The nonoperating revenue growth is predominantly from an increase of \$22.3 million in Higher Education Emergency Relief Funds (HEERF) and higher investment income of \$7.1 million over 2020.

In 2020 MCCS recorded an increase in net position of \$11.9 million due largely to \$5.9 million increase in other revenue. Bond proceeds for capital asset acquisition increased \$4.8 million and capital grants and gifts increased \$1 million. Nonoperating revenue also increased \$4 million from Higher Education Relief Funds of \$2.7 million, an increase in State appropriation and other State revenue of \$1.9 million.

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Statement of Revenues, Expenses, and Changes in Net Position

(in millions)

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Operating revenues	\$57.7	\$ 53.1	\$ 59.5
Operating expenses	<u>151.5</u>	<u>137.2</u>	<u>133.7</u>
Operating loss	(93.8)	(84.1)	(74.2)
Nonoperating revenues	<u>98.4</u>	<u>109.5</u>	<u>79.1</u>
Income before other revenue	4.6	25.4	4.9
Other revenue, net	<u>2.2</u>	<u>5.0</u>	<u>7.0</u>
 Increase in net position	 <u>\$ 6.8</u>	 <u>\$ 30.4</u>	 <u>\$ 11.9</u>

Operating Revenue

In 2022 operating revenues decreased by \$4.6 million, or 8.7 percent. Net tuition and residential life fees declined \$0.7 million as enrollment declined 6 percent. Student tuition and fees were down \$2.3 million or 6.4 percent, residential life fees increase \$3.5 million or 87.5 percent with students returning to on campus housing and increased occupancy rates from 2021. Scholarship allowances also increased \$1.9 million or 6.1 percent.

Federal grants and contracts decreased \$1.1 million due to federal financial aid declined with lower enrollments. State and local grants and contracts increased by \$4.8 million due to increases in Maine State Grants, Racino and Aspirations revenue. Nongovernmental grants and contracts, sales and service and other operating revenues increase \$1.8 million, offset by \$.2 million decline in auxiliary enterprises revenue.

Operating revenues decreased by \$6.4 million in 2021. Net tuition and residential life fees were down \$3.0 million. This was the due to enrollment declines which resulted in student tuition and fees being down \$4.3 million. Residential life fees were down \$6.6 million as colleges reduced occupancy to enable social distancing. These decreases along with \$7.8 million decrease in scholarship allowances resulted in the 25.6% decrease in net tuition and residential life fees.

Federal grants and contracts decreased \$3 million due to federal financial aid declined with smaller enrollments and lower awards. Decreases in state and local grants and contracts account for the balance of the decrease in operating revenues experienced in 2021.

In 2020 operating revenues decreased by \$2.8 million. Net tuition and residential life fees were down \$2 million with scholarship allowances increasing \$2.3 million. A decrease in Federal grants and contracts of \$1.0 million was offset by a \$1.0 million increase in nongovernmental grants and contracts. Sales and services, state and local grants and contracts, auxiliary, and other operating revenues decreased by \$0.8 million collectively.

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

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pattern or strategic change beyond the Higher Education Emergency Relief Funds allocated in response to COVID-19, which are included in the nonoperating revenue section of the Statement of Revenues, Expenses, and Changes in Net Assets. Workforce development training funds were received in 2022 from the Maine Jobs and Recovery Fund and Harold Alfond Foundation, but work under these grants was not initiated until the second half of 2022 with development and planning consuming the first half of the fiscal year.

Nonoperating Revenue

Non-operating revenues are primarily comprised of the appropriations from the State of Maine, Higher Education Emergency Relief Funds (HEERF), gifts, and investment gains and losses. In 2022 nonoperating revenue decreased \$11.1 million due to \$18.1 million decrease in investment income caused by market volatility. The loss in investment income was offset by an increase of \$5.9 million in HEERF revenue, a \$1 million increase in gifts received at colleges for renovations and program equipment, and small increases in appropriation and interest on capital asset debt.

State appropriation increased in 2022 \$0.1 million general fund appropriation net of the additional \$2.5 million in one-time workforce development funds that was received in 2021, and the elimination of \$0.25 million in one-time Live Fire Service Training Facilities Funds. State appropriation for on-going funding increased \$2.9 million in general fund appropriation with the re-established curtailment added back to the base, and a 3% increase approved in the Governor's Change Package LD221.

In 2021 nonoperating revenue increased \$30.4 million due largely to an expansion of HEERF. The addition of two relief packages passed during calendar year 2020 and the beginning of calendar year 2021, allocated additional funding to the colleges and modifications to allowable uses now include lost revenue. This provided the colleges with a vehicle to recapture some operating revenue lost due to the pandemic in 2021 and resulted in an increase of \$22.3 million in HEERF revenue. Investment income increased \$7.1 million in 2021 due to market gains and realized gains due to capital asset allocation changes.

State appropriation increased in 2021 \$1.8 million after a 1% curtailment in general fund appropriation and an additional \$2.5 million in one-time workforce development funds. Gifts decreased \$0.9 million in 2021.

In 2020 non-operating revenue increased \$4.1 million due in part to \$2.7 million received in Higher Education Relief Funds included in the Coronavirus Aid, Relief, and Economic Security Act.

State appropriation increased in 2020 \$3.3 million, or 4.8 percent as state policy leaders continued to make investments in MCCS's workforce development effort. Gifts decreased \$0.6 million, or 23.4 percent in 2020 while investment income and interest on capital asset debt remained flat.

Operating Expenses

Like most colleges and universities, MCCS's largest expense is payroll. Wages, benefits, and wage-related taxes accounted for between 55 and 69 percent of expenditures in each of the last three years.

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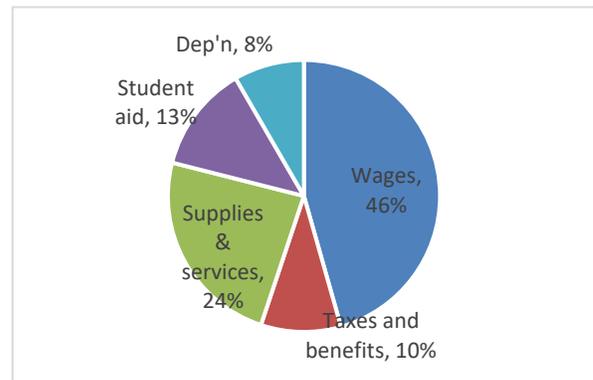
Over 90 percent of MCCS employees are represented by one of six collective bargaining agreements. Contractually, wages increased an average of 4.5 percent in 2022 to bring wages closer to market level. Wages increased 3 percent in 2021 and 2020. In 2022 vacant positions remained open longer as labor market pressures reduced qualified applicant pools which had a slight effect on the aggregate increase and reduced it to 4.4 percent. In 2021 vacant positions were unfilled due to the unknown financial effect of the pandemic, which reduced the aggregate effect to 1 percent. Productivity improvements reduced the aggregate increase in 2020 to 1.5 percent. The adjustment for GASB 75 pension expense reduced the overall cost of benefits offsetting a healthcare increase of 2.97 percent in 2022. Taxes and benefits decreased \$6.8 million in 2022 due to the GASB 75 adjustment and the State of Maine Health Commission implementation of two months of health insurance premium holiday, in which neither the employee or employer paid health insurance premiums. Taxes and benefits decreased \$3.9 million in 2021 and increased \$7.8 million in 2020.

Pension plans for MCCS retirees represent the largest benefit expense for the System. Two-thirds of the System's employees participate in the State Employee and Teacher Retirement Plan, a multiple-employer, cost-sharing plan administered by the Maine Public Employees Retirement System (MainePERS). For employees enrolled in the MainePERS, the System was required to contribute 22.11 percent of payroll for 2022. Healthcare benefits for current members and retirees purchased from the Maine Bureau of Employee

Health also contributed to the cost of benefits which added 15 percent (down from 24 percent) to the cost of compensation for these employees.

Expenses by natural class are as follows:

<i>(in millions)</i>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Wages	\$ 69.1	\$ 66.2	\$ 65.6
Taxes and benefits	<u>14.4</u>	<u>21.2</u>	<u>26.0</u>
Wages & benefits	83.5	87.4	91.6
Supplies & services	36.1	31.1	29.8
Student aid	19.2	6.6	0.5
Depreciation	<u>12.7</u>	<u>12.1</u>	<u>11.8</u>
Total expenses	<u>\$151.5</u>	<u>\$137.2</u>	<u>\$133.7</u>



The distribution of expenses by functional area has shifted over the three-year period ended June 30, 2022. Instruction and academic support accounted for 42 percent of the operating expenditures in 2022. Most functional areas experienced increases except for a decrease of 2.3 percent in instruction and 6.9 percent in institutional support, or \$2.9 million together. The decrease in expense is from 2021 inflated spending for remote learning supports. Auxiliary enterprises saw a 44 percent increase, or \$1.5 million, due to the return of dorm occupancy and the number of students living and eating on campus. Student aid increased \$12.6 million due to Higher Education Emergency Relief Funds (HEERF) student emergency aid disbursed in response to the COVID-19 pandemic.

In 2022, expenses were offset by \$9.2 million of GASB adjustments to record decreased pension liability for OPEB and MainePERS. GASB adjustments accounted for decreases in instruction of \$4 million, academic

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support \$1.2 million, student services \$1.3 million, instructional support \$1.6 million, and operations and auxiliary enterprises \$1.1 million.

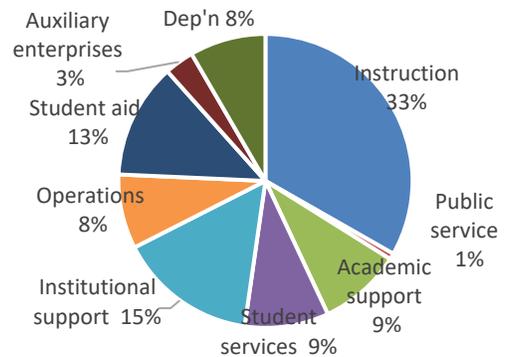
Instruction and academic support account for 46.6 percent of the operating expenditures in 2021. An increase of 13.8 percent in instructional support is due in large part to continued spending required by the system to pivot to remote work and learning. This work started in 2020 with an 8.6 percent increase in instruction and 17.8 percent increase in institutional support. These expenditures included technology and equipment. Student aid increased \$6.1 million due to Higher Education Emergency Relief Funds (HEERF) student emergency aid disbursed in response to the COVID-19 pandemic. Auxiliary enterprises saw a sharp decline of \$2.3 million, or 40.4 percent, due to the reduction in dorm occupancy and the number of students living and eating on campus.

Expense was offset by \$4.1 million of GASB adjustments to record decreased liability for OPEB. GASB adjustments account for decreases in instruction of \$1.9 million, academic support \$0.5 million, student services \$0.6 million, instructional support \$0.7 million, and operations and auxiliary enterprises \$0.4 million.

In 2020 instruction and academic support accounted for 48 percent of the operating expenditures. The 8.6 percent increase in instruction and 17.8 percent increase in institutional support is due in large part to additional spending required to pivot to remote work and learning as mentioned above. This was offset by \$2.3 million of GASB adjustments to record decreased pension liability for OPEB and MainePERS. GASB adjustments accounted for decreases in academic support of \$0.3 million, student services \$0.3 million, instructional support of \$1.4 million, and operations and auxiliary enterprises of \$0.2 million. The colleges continue to develop efficiencies in operating expenses.

Expenses by function are as follows:

<i>(in millions)</i>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Instruction	\$ 50.4	\$ 51.6	\$ 51.7
Public service	1.0	0.8	0.9
Academic support	13.8	12.3	12.7
Student services	14.0	13.5	14.9
Institutional support	23.1	24.8	21.8
Operations	12.4	12.1	13.6
Student aid	19.2	6.6	0.5
Auxiliary enterprises	4.9	3.4	5.7
Depreciation	<u>12.7</u>	<u>12.1</u>	<u>11.9</u>
Total	<u>\$151.5</u>	<u>\$137.2</u>	<u>\$133.7</u>



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Other Revenues, Expenses, Gains, and Losses

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

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Other revenues, net	\$ 2.2	\$ 5.0	\$ 6.9

The System generated proceeds from State for grants and capital asset acquisition of \$2.2 million in 2022, \$5.0 million in 2021, and \$5.9 million in 2020, as all seven colleges continued spending the Chap. 465 P.L. 2017 General Purpose Bond.

Capital grants and gifts decreased \$17 thousand in 2022, decreased in 2021 by \$1.0 million and increased \$0.9 million in 2020 due to fluctuations in donor activity. All 2020 expenditures from capital grants and gifts were related to the construction of new athletic fields at CMCC and a \$1.0 million gift from the CMCC Student Union.

Statement of Net Position

In 2022 net position increased \$6.8 million. Assets and deferred outflows increased \$5.1 million while liabilities and deferred inflows decreased \$1.7 million in 2022. The assets increase was the result of an increase in deferred outflows of resources from the define benefit pension plan of \$6.0 million and other post-retirement benefit plans of \$4.2 million. The noncurrent assets decreased \$8.1 million the result of decreases in prepaid post-employment benefit plans of \$2.8 million, endowment investments of \$3.6 million and capital assets of \$1.6 million.

The \$1.7 million decrease in liabilities and deferred inflows of resources was the result of liabilities decreasing \$24.9 million and deferred inflows of resources increasing \$23.3 million. Decreases of \$24.6 million in net pension liability, \$1 million in long-term debt, \$.4 million in other post-employment benefit plans, and \$0.1 million in lease obligations were offset by \$1 million increase in accrued liabilities. Increases in deferred inflows of resources are from \$24 million of defined benefit pension plan increases offset by other post-employment benefit plan decreased of \$0.7 million.

Net position increased in 2021 \$30.4 million. Assets and deferred outflows increased \$39.1 million while liabilities and deferred inflows increased \$8.7 million in 2021. The assets increase was the result of a \$22.3 million increase in Higher Education Relief Funds, \$7.7 million increase in prepaid post-employment benefit plans, an increase in investment income of \$7.1 million, and \$0.9 million in lease obligations. The State appropriation increase of \$1.8 million was offset by a \$0.9 million decrease in gift revenue. Increases in deferred inflows of resources from other post-employment benefit plans were \$8.6 million offset by a decrease in deferred inflows of resources from the defined benefit pension plan of \$2.8 million. Noncurrent liabilities increased by \$1.9 million, the result of a \$2.8 million increase in net pension liability offset by a decrease of \$1 million in long-term debt.

MAINE COMMUNITY COLLEGE SYSTEM
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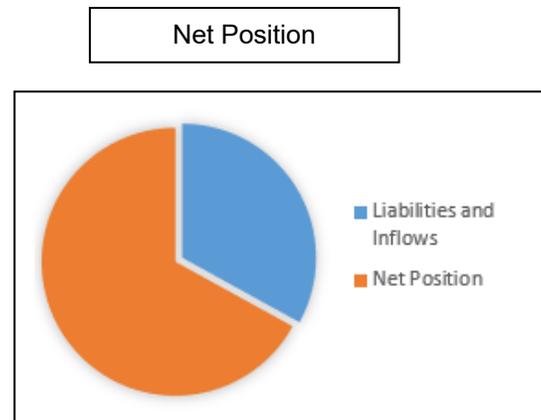
MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

In 2020 net position increased \$11.9 million. Assets and deferred outflows increased \$9.7 million while liabilities and deferred inflows decreased \$2.8 million in 2020. The asset increase was the result of a \$4.8 million increase in other revenue of Bond proceeds, \$1 million increase in capital grants and gifts, \$2.7 million in Higher Education Relief Funds and an increase in net non-operating revenue of \$1.4 million. Decreases in deferred inflows from other post-employment benefit plans were \$0.9 million while liabilities decreased \$1.9 million in net pension liability, long-term debt, and other post-employment benefit plans.

Net Position

<i>(In millions)</i>	<u>2022</u>	<u>2021</u>	<u>2020</u>
Current assets	\$101.9	\$ 99.0	\$ 77.3
Noncurrent assets	204.4	212.5	200.1
Deferred outflows	<u>26.7</u>	<u>16.4</u>	<u>11.4</u>
Total assets and outflows	<u>\$333.0</u>	<u>\$327.9</u>	<u>\$288.8</u>
Current liabilities	\$ 19.8	\$ 18.5	\$ 18.3
Noncurrent liabilities	44.2	70.5	67.7
Deferred inflows	<u>45.9</u>	<u>22.6</u>	<u>16.9</u>
Total liabilities and inflows	<u>\$109.9</u>	<u>\$111.6</u>	<u>\$102.9</u>
Investment in capital assets	\$167.6	\$168.2	\$167.1
Net restricted position	24.2	26.7	22.4
Net unrestricted position	<u>31.3</u>	<u>21.4</u>	<u>(3.6)</u>
Total net position	<u>\$223.1</u>	<u>\$216.3</u>	<u>\$185.9</u>



Current Assets and Current Liabilities

Current assets increased \$2.9 million, and current liabilities increased \$1.3 million, in 2022, improving liquidity. Cash increased \$8.9 million, and short-term investments decreased \$4.3 million. Cash was generated from operations and noncapital financing activities, while the decrease in investments is related to negative returns. Accounts receivable increased \$1.1 million and HEERF receivable decreased \$3.4 million in 2022. Due from state and other assets increased, \$0.4 million and \$0.4 million, respectively.

In 2022 the \$1.3 million increase in current liabilities is related to increases in accrued expenses of \$1.1 million. The balance is from small increases in current portion of long-term liabilities, accounts payable and deferred revenue.

Current assets increased \$21.7 million, and current liabilities increased \$0.2 million, in 2021, improving liquidity. Cash increased \$0.3 million, and short-term investments increased \$12.7 million generated from favorable returns realized in 2021 and capital asset allocation changes.

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MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

Accounts receivable increased \$10.8 million in 2021. Revenue recognized at year-end from Higher Education Emergency Relief Funding caused this increase. Due from state and other assets each decreased, \$1.4 million and \$0.6 million, respectively.

In 2021 the increase in current liabilities is related to small increases in accrued liabilities and the current portion of long-term liabilities of \$0.5 million in total, offset by a decrease of \$0.4 million in accounts payable and deferred revenue combined.

Current assets increased \$5.6 million, and current liabilities increased \$0.8 million, in 2020, improving liquidity. Cash increased \$5.7 million, and short-term investments decreased \$3.2 million due to a withdrawal from the Intermediary Fund during the shutdown of the state in response to the pandemic and the unknown length and effect on MCCS cash flow needs of the shutdown.

Accounts receivable increased \$1.5 million in 2020, due in large part to the abrupt closure of campuses and pivot to online learning in March. Due from state and other assets each increased, \$1.4 million and \$0.3 million, respectively.

In 2020 the increase in current liabilities is related to a \$0.7 million increase in accrued liabilities due to vested leave and payroll increases.

Noncurrent Assets and Long-term Liabilities

In 2022, noncurrent assets decreased \$8.1 million and long-term liabilities decreased \$26.2 million. The decrease in noncurrent assets is due to a \$3.6 million decrease in endowment investments, \$2.8 million in prepaid post-employment benefit plans, and a \$1.6 million decrease in capital assets due in part to less spending of Chap. 465 P.L. 2017 General Purpose Bond. Long-term liabilities decreased \$24.7 million in net pension liability, \$0.4 million in OPEB liability, \$1.0 million in long-term debt, and \$0.1 million in lease obligations. MCCS made scheduled payments on existing debt (see Note 7) and did not incur any new debt.

Noncurrent assets increased \$12.4 million and noncurrent liabilities increased \$2.8 million in 2021. The increase in noncurrent assets is due to an increase of \$7.7 million in prepaid post-employment benefit plans, \$0.9 million in newly recognized lease obligations, a \$3.5 million increase in endowment investments and an increase in MCCS investment in capital assets due in part to spending of Chap. 465 P.L. 2017 General Purpose Bond of \$0.2 million.

Noncurrent liabilities increased is the result of a \$2.9 million increase in net pension liability offset by a \$1.0 million decrease in long-term debt. MCCS made scheduled payments on existing debt and did not incur any new debt.

In 2020, noncurrent assets increased \$4.5 million and noncurrent liabilities decreased \$2.1 million. The increase in noncurrent assets is due to an increase in MCCS investment in capital assets due in part to spending of Chap. 465 P.L. 2017 General Purpose Bond. Noncurrent liabilities decreased \$0.7 million in OPEB liability, \$1.1 million in net pension liability, and \$0.9 million in long-term debt. MCCS made scheduled payments on existing debt and did not incur any new debt.

MAINE COMMUNITY COLLEGE SYSTEM
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MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

Costs and Obligations of Retirement Plans

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

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

In 2015, the System implemented GASB 68, *Accounting and Financial Reporting for Pensions*. As a result, MCCS's proportionate share of the State's Unfunded Actuarially Accrued Liability (UAAL) for pension benefits was \$26.4 million as of June 30, 2022, \$51.0 million as of June 30, 2021, and \$48.2 million as of June 30, 2020. The plan is administered by Maine PERS. The System does not manage the defined benefit plan assets or directly control the benefits, but the System is required to fund its share of the plan so that it remains viable and able to honor the commitments made to retired employees. Therefore, the presentation of MCCS's proportionate share of the Maine PERS UAAL, 4.09 percent as of the last reporting date, a decrease of 0.21 percent from the proportion measured as of June 30, 2020, chronicles an important understanding of the System's fully formed financial condition and the totality of its obligations.

The UAAL is determined by actuaries, not staff or the System's auditors. Certain estimates used by actuaries including investment returns, salary increases, mortality rates and cost of living benefits will impact the valuation of the liability. Note 8 to the financial statements includes a required disclosure that demonstrates the impact of changing one assumption (the discount rate) by an increase or decrease of 1 percent.

In 2018, the System adopted GASB 75 which requires recognition of the total OPEB liability and retroactive restatement of net position. In 2009, the System created the MCCS OPEB Trust. The Trust Agreement allows the Trust to accept contributions from MCCS to fund future retiree benefits and limits the trustees to prudent investment of trust assets and payment of retiree health and life insurance benefit costs. MCCS's recognized income for other post-employment benefits was \$.8 million in 2022, \$1.9 million in 2021 and \$.3 million in 2020. MCCS's total expense for other post-employment benefits was \$.8 million in 2019, \$2.1 million in 2018, and \$1.7 million in 2017. The actuarially accrued obligation for retiree health and life insurance in 2022 was \$41.5 million, a \$6.3 million decrease from 2021 obligation of \$47.8 million. The 2021 obligation was up \$4.1 million from \$43.7 million in 2020, and 2020 was an increase of \$1.3 million from 2019. In 2019 it was \$42.4 million, down \$6.8 million from 2018. The actuarially accrued obligation was \$49.2 million in 2018.

Trust assets were valued at \$47.0 million on June 30, 2022, \$56.1 million on June 30, 2021, \$44.3 million on June 30, 2020, \$42.2 million on June 30, 2019, and \$39.9 million on June 30, 2018. Accordingly, the net OPEB (asset) liability was (\$5,500,484) on June 30, 2022, (\$8,315,520) on June 30, 2021, (\$629,822) on June 30, 2020, \$240,950 on June 30, 2019, and \$9.3 million on June 30, 2018.

Endowments

Noncurrent assets also include \$14.9 million in endowment investments; a decrease of \$3.6 million, or 19.6 percent from 2021. In 2021, endowment investment were \$18.6 million, an increase from 2020 of \$3.5 million, or 23.2 percent. In 2020, endowment investments were \$15.1 million, an increase from 2019 of \$0.1 million, or 0.7 percent.

Endowment investments lost 15.5 percent in 2022, earned 28.2 percent in 2021, and 6.1 percent in 2020.

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MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

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

The Board of Trustees adopted an investment policy using a long-term investment strategy, and investment results are compared to a blended benchmark index that is a composite made up of 40 percent Morgan Stanley Capital International - All Country World Index (MSCI-ACWI), 17.5 percent S&P 500, 15 percent of the Bloomberg Barclays US Aggregate Bond Index (BC Agg), 15 percent Bloomberg Barclays Intermediate US Government/Credit, 10 percent of the Russell 2000, and 2.5 percent Morgan Stanley Capital International Emerging Markets. Endowment investments are pooled with the System's long-term investments and are allocated based upon a percentage of the total investment pool.

Net Position

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

	<u>2022</u>	<u>2021</u>	<u>2020</u>
Funds committed to Other Post-Employment Benefits	\$ 2.6	\$ (3.0)	\$ (2.4)
Funds carried from prior years for programs	25.0	20.0	5.0
Funds committed to property, plant, and equipment renewal	28.3	29.2	27.4
Funds on deposit with bond trustee	1.2	1.2	1.2
Unobligated net position	10.5	16.9	8.8
Proportionate share of the State's net pension liability	<u>(36.3)</u>	<u>(42.9)</u>	<u>(43.6)</u>
Total net position	<u>\$ 31.3</u>	<u>\$ 21.4</u>	<u>\$ (3.6)</u>

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

MANAGEMENT'S DISCUSSION AND ANALYSIS

June 30, 2022

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

(in millions)	<u>2022</u>			<u>2021</u>		
	<i>Before NPL</i>	<i>State's NPL</i>	<i>MCCS</i>	<i>Before NPL</i>	<i>State's NPL</i>	<i>MCCS</i>
Current assets	\$ 101.9	\$ -	\$101.9	\$ 99.0	\$ -	\$ 99.0
Noncurrent assets	204.4	-	204.4	212.5	-	212.5
Deferred outflows-pension	<u>10.0</u>	<u>16.7</u>	<u>26.7</u>	<u>5.7</u>	<u>10.7</u>	<u>16.4</u>
Total assets and outflows	<u>\$316.3</u>	<u>\$ 16.7</u>	<u>\$333.0</u>	<u>\$317.2</u>	<u>\$ 10.7</u>	<u>\$327.9</u>
Current liabilities	\$ 19.8	\$ -	\$ 19.8	\$ 18.4	\$ -	\$ 18.4
Noncurrent liabilities	17.8	26.4	44.2	19.6	51.0	70.6
Deferred inflows	<u>19.3</u>	<u>26.6</u>	<u>45.9</u>	<u>20.0</u>	<u>2.6</u>	<u>22.6</u>
Total liabilities and inflows	<u>\$ 56.9</u>	<u>\$ 53.0</u>	<u>\$ 109.9</u>	<u>\$ 58.0</u>	<u>\$ 53.6</u>	<u>\$111.6</u>
Investment in capital assets	\$167.6	\$ -	\$167.6	\$168.2	\$ -	\$168.2
Net restricted position	24.2	-	24.2	26.7	-	26.7
Net unrestricted position	<u>67.6</u>	<u>(36.3)</u>	<u>31.3</u>	<u>64.3</u>	<u>(42.9)</u>	<u>21.4</u>
Total net position	<u>\$259.4</u>	<u>\$(36.3)</u>	<u>\$223.1</u>	<u>\$259.2</u>	<u>\$(42.9)</u>	<u>\$216.3</u>

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

Statements of Net Position

June 30, 2022 and 2021

ASSETS

	<u>2022</u>	<u>2021</u>
Current assets		
Cash and cash equivalents	\$ 35,849,801	\$ 26,984,382
Short-term investments	50,114,804	54,460,095
Accounts receivable, net	5,599,360	4,544,408
Higher Education Emergency Relief Funds receivable	7,526,932	10,952,839
Due from State of Maine	1,730,981	1,324,258
Prepaid expenses and other current assets	<u>1,123,381</u>	<u>708,528</u>
Total current assets	<u>101,945,259</u>	<u>98,974,510</u>
Noncurrent assets		
Prepaid post-employment benefit plans	5,500,484	8,315,520
Deposit with bond trustee	1,196,459	1,171,139
Endowment investments	14,949,873	18,598,947
Right-of-use asset, net	871,859	968,422
Capital assets, net	<u>181,869,564</u>	<u>183,442,118</u>
Total noncurrent assets	<u>204,388,239</u>	<u>212,496,146</u>
Total assets	<u>\$ 306,333,498</u>	<u>\$ 311,470,656</u>

DEFERRED OUTFLOWS OF RESOURCES

Defined benefit pension plan	\$ 16,747,677	\$ 10,738,724
Other post-retirement benefit plans	<u>9,924,570</u>	<u>5,678,384</u>
Total deferred outflows of resources	<u>\$ 26,672,247</u>	<u>\$ 16,417,108</u>

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

LIABILITIES

	<u>2022</u>	<u>2021</u>
Current liabilities		
Accounts payable	\$ 3,609,617	\$ 3,576,157
Accrued expenses	12,043,482	10,983,198
Unearned revenue	3,082,885	2,989,453
Current portion of lease obligations	131,246	89,193
Current portion of long-term debt	<u>895,000</u>	<u>850,000</u>
Total current liabilities	<u>19,762,230</u>	<u>18,488,001</u>
Long-term liabilities		
Long-term debt, excluding current portion	14,516,188	15,538,609
Lease obligations, excluding current portion	758,857	890,103
Net pension liability	26,390,375	51,040,842
Other post-employment benefit plans	<u>2,591,142</u>	<u>2,992,572</u>
Total long-term liabilities	<u>44,256,562</u>	<u>70,462,126</u>
Total liabilities	<u>\$ 64,018,792</u>	<u>\$ 88,950,127</u>

DEFERRED INFLOWS OF RESOURCES

Defined benefit pension plan	\$ 26,566,421	\$ 2,600,578
Other post-employment benefit plans	18,914,086	19,598,413
Deferred gain on bond refunding	<u>391,017</u>	<u>418,947</u>
Total deferred inflows of resources	<u>\$ 45,871,524</u>	<u>\$ 22,617,938</u>

NET POSITION

Net investment in capital assets	\$ 167,636,594	\$ 168,213,774
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	11,847,820	11,847,752
Expendable:		
Scholarships and fellowships	9,155,863	12,322,094
Instructional department uses	3,169,093	2,523,144
Other	59,588	24,539
Unrestricted	<u>31,246,471</u>	<u>21,388,396</u>
Total net position	<u>\$ 223,115,429</u>	<u>\$ 216,319,699</u>

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

Statements of Revenues, Expenses, and Changes in Net Position

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Operating revenues		
Student tuition and fees	\$ 33,516,812	\$ 35,855,262
Residential life fees	7,476,022	3,950,200
Less scholarship allowances	<u>(33,089,253)</u>	<u>(31,176,196)</u>
Net tuition and residential life fees	7,903,581	8,629,266
Federal grants and contracts	27,197,747	28,347,730
State and local grants and contracts	13,664,566	8,831,675
Nongovernmental grants and contracts	6,499,623	5,362,485
Sales and services of educational departments	488,251	255,013
Auxiliary enterprises	362,532	525,009
Other operating revenues	<u>1,566,542</u>	<u>1,136,444</u>
Total operating revenues	<u>57,682,842</u>	<u>53,087,622</u>
Operating expenses		
Instruction	50,372,111	51,599,879
Public service	1,020,804	807,183
Academic support	13,835,165	12,282,572
Student services	13,990,796	13,570,541
Institutional support	23,172,630	24,705,826
Operations and maintenance	12,365,984	12,101,343
Student aid	19,162,755	6,596,919
Auxiliary enterprises and residential life	4,936,412	3,411,873
Depreciation and amortization	<u>12,659,630</u>	<u>12,082,669</u>
Total operating expenses	<u>151,516,287</u>	<u>137,158,805</u>
Operating loss	<u>(93,833,445)</u>	<u>(84,071,183)</u>
Nonoperating revenues (expenses)		
State appropriations	73,982,507	73,839,108
Higher Education Emergency Relief Funds	30,851,315	25,002,053
Gifts	1,997,989	954,980
Investment (loss) income, net of investment expenses of \$346,295 in 2022 and \$287,324 in 2021	(7,873,988)	10,255,582
Interest on capital asset-related debt	<u>(528,759)</u>	<u>(556,717)</u>
Net nonoperating revenues	<u>98,429,064</u>	<u>109,495,006</u>
Income before other revenues, gains or (losses)	4,595,619	25,423,823

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

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

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

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Other revenues, gains or (losses)		
Capital grants and gifts	\$ 10,575	\$ 27,509
Appropriation from State for grants and capital asset acquisition	2,254,307	4,979,734
(Loss) gain on disposals of capital assets - other	(64,839)	1,473
Additions to permanent endowments	<u>68</u>	<u>191</u>
Net other revenues, gains or (losses)	<u>2,200,111</u>	<u>5,008,907</u>
Increase in net position	6,795,730	30,432,730
Net position, beginning of year	<u>216,319,699</u>	<u>185,886,969</u>
Net position, end of year	<u>\$ 223,115,429</u>	<u>\$ 216,319,699</u>

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

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

Statements of Cash Flows

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities		
(Payments for) receipts from tuition and residential life fees	\$ 4,619,176	\$ 18,911,073
Receipts from grants and contracts	47,543,868	31,581,951
Receipts from bookstore	385,683	514,442
Payments to suppliers and vendors	(44,076,114)	(36,784,197)
Payments for employees' salaries and benefits	(100,709,102)	(89,089,619)
Payments for funding of Other Post-Employment Benefit Trust	(1,541,526)	(1,493,107)
Other sales and services	484,551	245,056
Other receipts	<u>2,338,296</u>	<u>1,374,201</u>
Net cash used by operating activities	<u>(90,955,168)</u>	<u>(74,740,200)</u>
Cash flows from noncapital financing activities		
State appropriations	73,982,507	73,839,108
Gifts and grants received for other than capital purposes		
Nonoperating private gifts	1,378,279	351,296
Higher Education Emergency Relief Funds	<u>34,277,222</u>	<u>14,155,695</u>
Net cash provided by noncapital financing activities	<u>109,638,008</u>	<u>88,346,099</u>
Cash flows from capital and related financing activities		
(Payments) proceeds on long-term liabilities	(939,193)	169,296
Proceeds from state grants for capital asset acquisition	3,008,403	6,363,164
Purchase of capital assets	(11,325,244)	(13,231,756)
Proceeds from sale of capital assets	48,666	1,500
Increase in deposit with bond trustee	(25,320)	(17,682)
Interest paid on capital debt and leases	<u>(705,110)</u>	<u>(731,592)</u>
Net cash used by capital and related financing activities	<u>(9,937,798)</u>	<u>(7,447,070)</u>
Cash flows from investment activities		
Proceeds from sales and maturities of investments	1,197,548	1,042,398
Investments purchased	(2,232,127)	(7,961,897)
Interest and dividends received	<u>1,154,956</u>	<u>1,024,575</u>
Net cash provided (used) by investing activities	<u>120,377</u>	<u>(5,894,924)</u>
Net increase in cash and cash equivalents	8,865,419	263,905
Cash and cash equivalents, beginning of year	<u>26,984,382</u>	<u>26,720,477</u>
Cash and cash equivalents, end of year	<u>\$ 35,849,801</u>	<u>\$ 26,984,382</u>

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

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

Statements of Cash Flows (Concluded)

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Reconciliation of operating loss to net cash used by operating activities		
Operating loss	\$ (93,833,445)	\$ (84,071,183)
Adjustments to reconcile operating loss to net cash used by operating activities		
Bad debts provision	188,929	383,302
Depreciation and amortization	12,659,630	12,082,669
Noncash pension credit	(6,693,577)	(712,046)
Noncash OPEB (credit) expense	(5,331,943)	4,269,219
Noncash donations of supplies	619,778	603,875
Decrease (increase) in		
Accounts receivable, net	(1,243,881)	(370,583)
Due from State - other	(1,160,819)	20,361
Prepaid expenses and other current assets	(414,853)	627,922
Prepaid OPEB	2,815,036	(7,685,698)
Increase (decrease) in		
Accounts payable	265,261	(339,199)
Accrued expenses, net of accrued interest on capital debt	1,081,284	561,838
Unearned revenue	<u>93,432</u>	<u>(110,677)</u>
Net cash used by operating activities	<u>\$ (90,955,168)</u>	<u>\$ (74,740,200)</u>
Supplemental disclosure of noncash capital and related financing activities		
Donated capital assets	<u>10,575</u>	<u>27,509</u>
Capital asset purchases recorded in accounts payable	<u>70,614</u>	<u>302,415</u>
Summary of noncash investing activities		
Net (losses) gains related to investments	<u>\$ (9,028,944)</u>	<u>\$ 9,231,007</u>

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

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

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

Balance Sheets

June 30, 2022 and 2021

ASSETS

	<u>2022</u>	<u>2021</u> (Restated)
Current assets		
Cash and cash equivalents	\$ 9,497,290	\$ 7,921,009
Investments	15,061,687	17,310,965
Pledges receivable, current portion	3,163,403	717,370
Beneficial interest in assets held by others	1,175,195	1,301,234
Other assets	<u>6,629</u>	<u>11,104</u>
Total current assets	<u>28,904,204</u>	27,261,682
 Pledges receivable, net of allowance for uncollectible pledges and discounts to net present value	 <u>9,741,824</u>	 <u>714,432</u>
 Total assets	 <u>\$ 38,646,028</u>	 <u>\$ 27,976,114</u>

LIABILITIES AND NET ASSETS

Liabilities		
Accounts payable and accruals	\$ <u>1,255,274</u>	\$ <u>861,965</u>
 Net assets		
Without donor restrictions	2,746,978	2,616,941
With donor restrictions	<u>34,643,776</u>	<u>24,497,208</u>
 Total net assets	 <u>37,390,754</u>	 <u>27,114,149</u>
 Total liabilities and net assets	 <u>\$ 38,646,028</u>	 <u>\$ 27,976,114</u>

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

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

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

Statement of Activities

Year Ended June 30, 2022

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenues, gains, and other support			
Gifts and contributions	\$ 294,094	\$ 17,846,243	\$ 18,140,337
Contributed nonfinancial assets	151,561	-	151,561
Net investment loss	(76,083)	(1,919,188)	(1,995,271)
Other	<u>400,086</u>	<u>37,896</u>	<u>437,982</u>
	769,658	15,964,951	16,734,609
Net assets released from restrictions	<u>5,818,383</u>	<u>(5,818,383)</u>	<u>-</u>
Total revenues, gains, and other support	<u>6,588,041</u>	<u>10,146,568</u>	<u>16,734,609</u>
Expenses			
Program expenses			
Scholarships	1,804,108	-	1,804,108
Support	3,871,011	-	3,871,011
Fundraising			
Special events	143,310	-	143,310
Miscellaneous	153,496	-	153,496
Management and general			
Wages and benefits	256,709	-	256,709
Professional services	88,395	-	88,395
General operating	104,676	-	104,676
Miscellaneous	<u>36,299</u>	<u>-</u>	<u>36,299</u>
Total expenses	<u>6,458,004</u>	<u>-</u>	<u>6,458,004</u>
Increase in net assets	130,037	10,146,568	10,276,605
Net assets, beginning of year	<u>2,616,941</u>	<u>24,497,208</u>	<u>27,114,149</u>
Net assets, end of year	<u>\$ 2,746,978</u>	<u>\$ 34,643,776</u>	<u>\$ 37,390,754</u>

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

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

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

Statement of Activities

Year Ended June 30, 2021 (Restated)

	Without Donor <u>Restrictions</u>	With Donor <u>Restrictions</u>	<u>Total</u>
Revenues, gains, and other support			
Gifts and contributions	\$ 351,238	\$ 4,991,408	\$ 5,342,646
Contributed nonfinancial assets	139,163	-	139,163
Net investment gain	116,011	3,447,402	3,563,413
Other	<u>355,401</u>	<u>37,104</u>	<u>392,505</u>
	961,813	8,475,914	9,437,727
Net assets released from restrictions	<u>5,126,325</u>	<u>(5,126,325)</u>	<u>-</u>
Total revenues, gains, and other support	<u>6,088,138</u>	<u>3,349,589</u>	<u>9,437,727</u>
Expenses			
Program expenses			
Scholarships	1,055,306	-	1,055,306
Support	3,987,945	-	3,987,945
Fundraising			
Special events	138,998	-	138,998
Miscellaneous	165,394	-	165,394
Management and general			
Wages and benefits	269,269	-	269,269
Professional services	81,807	-	81,807
General operating	106,334	-	106,334
Miscellaneous	<u>15,581</u>	<u>-</u>	<u>15,581</u>
Total expenses	<u>5,820,634</u>	<u>-</u>	<u>5,820,634</u>
Increase in net assets	267,504	3,349,589	3,617,093
Net assets, beginning of year	<u>2,349,437</u>	<u>21,147,619</u>	<u>23,497,056</u>
Net assets, end of year	<u>\$ 2,616,941</u>	<u>\$ 24,497,208</u>	<u>\$ 27,114,149</u>

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

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

MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST

Statements of Fiduciary Net Position

June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Assets		
Cash	\$ 2,000	\$ 3,710
Investments	<u>47,018,753</u>	<u>56,129,553</u>
Total assets	<u>47,020,753</u>	<u>56,133,263</u>
Net position held in trust for benefits	<u>\$47,020,753</u>	<u>\$56,133,263</u>

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

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

MAINE COMMUNITY COLLEGE SYSTEM POST-EMPLOYMENT BENEFIT TRUST

Statements of Changes in Fiduciary Net Position

Years Ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Additions		
Interest income	\$ 3	\$ 6
Employer contributions	1,541,526	1,493,107
Investment (loss) income, net of investment expense of \$375,714 in 2022 and \$294,559 in 2021	<u>(9,015,803)</u>	<u>12,201,756</u>
Total additions (losses)	<u>(7,474,274)</u>	<u>13,694,869</u>
Deductions		
Benefits	1,583,221	1,845,275
Administrative expenses	<u>55,015</u>	<u>55,015</u>
Total deductions	<u>1,638,236</u>	<u>1,900,290</u>
Net (decrease) increase	(9,112,510)	11,794,579
Fiduciary net position held in trust for benefits, beginning of year	<u>56,133,263</u>	<u>44,338,684</u>
Fiduciary net position held in trust for benefits, end of year	<u>\$47,020,753</u>	<u>\$56,133,263</u>

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

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies

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

Basis of Presentation

The System is Maine's comprehensive two-year college system and offers certificate, diploma, and associate degree programs. The financial statements of the System include the activity of its seven colleges and the central administrative office.

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

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

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

- Management's Discussion and Analysis (as required supplementary information);
- Basic financial statements, which include the Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position, Statements of Cash Flows, Balance Sheets & Statements of Activities for the Maine Community College System Educational Foundation, and Statements of Fiduciary Net Position & Changes in Fiduciary Net Position for the Maine Community College System Post-employment Benefit Trust;
- Notes to the Financial Statements;
- Required Supplementary Information; and
- Schedule of Activities.

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

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

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

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

- **Restricted nonexpendable** - Net position subject to externally-imposed stipulations that is invested permanently by the System. The amount is affected by new nonexpendable gifts.
- **Restricted expendable** - Net position whose use by the System is subject to externally-imposed stipulations. Such assets include the accumulated net gains/losses on true endowment funds as well as the fair market value of restricted funds functioning as endowments, restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.
- **Unrestricted** - All other categories of net position. Unrestricted net position may be designated by actions of the System's Board of Trustees.

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

Reporting Entity

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

The Trust is a separate legal entity established in 2009 to accumulate funds to pay, at least in part, the System's obligations under the post-employment healthcare plan. See Note 10 for more information.

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

The Foundations are private, not-for-profit organizations that report their financial results in accordance with private, non-governmental accounting standards. As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in the System's financial reporting entity for these differences. Significant note disclosures to the Foundations' financial statements have been incorporated into the System's notes to the financial statements in Note 15.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

Cash Equivalents

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

Investments

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

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

Endowment Investments

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

Individual endowment funds are invested on a pooled basis. Total endowment investment yield received for the year is ratably allocated to fund accounts.

Accounts Receivable

Accounts receivable consist principally of tuition receivable from students and third-party payors and various state and federal grants.

Student accounts receivable are carried at the unpaid balance of the original amount billed to students, net of an estimate made for doubtful accounts based on a review of all outstanding amounts. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Student accounts are written off when deemed uncollectible. Recoveries of student accounts previously written off are recorded when received.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

A student account receivable is generally considered to be past due if any portion of the receivable balance is outstanding at the beginning of a semester, at which point late charges may be assessed and are recognized when charged. Interest is not charged on past-due accounts.

Capital Assets

Capital assets funds, derived from appropriations and the System funds so designated by the Board of Trustees, may be used to meet expenditures for construction of additional facilities, major renovations, and retirement of indebtedness arising therefrom. Designated funds are unrestricted funds for which the Board of Trustees or administration stipulates a specific use, thereby designating them for that purpose. However, the Board of Trustees may at any time redesignate the funds for other use. Total designated capital assets funds included in unrestricted net position amounted to \$28,308,189 and \$21,388,396 at June 30, 2022 and 2021, respectively.

Land, buildings, equipment, and fixtures are stated at cost at the date of acquisition, or fair market value at the date of donation in the case of gifts. Expenditures for maintenance, repairs, and assets with a cost of under \$5,000 are expensed as incurred. Upon sale or retirement of an asset, the cost and related accumulated depreciation are removed from the accounts and any resulting gain or loss is included in the statements of revenues, expenses, and changes in net position. Assets are depreciated on a straight-line basis according to the following estimated useful lives:

Buildings	40 years
Improvements	10 years
Furniture and equipment	3 - 10 years
Library books and periodicals	5 years

Defined Benefit Pension Plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Employee and Teacher Retirement Plan (the SET Pension Plan), and additions to/deductions from the SET Pension Plan's fiduciary net position, has been determined on the same basis as it is reported by the SET Pension Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

Other Post-Employment Benefits (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Group Life Insurance Plan for Retired State Employees and Teachers (the SET OPEB Plan), and additions to/deductions from the SET OPEB Plan's fiduciary net position, has been determined on the same basis as it is reported by the SET OPEB Plan. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred Outflows and Inflows of Resources

Pursuant to GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, the System has recorded deferred outflows and inflows of resources relative to its pension plan and OPEB plans and deferred gain on bond refunding.

An analysis of deferred outflows of resources, deferred inflows of resources, and net position at June 30 is as follows:

	<u>2022</u>		
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Net (Asset) Liability</u>
Maine Public Employees Retirement System Pension Plan	\$ 16,747,677	\$ 26,566,421	\$ 26,390,375
Maine Community College System Post-employment Health Insurance Plan	9,352,081	18,255,882	(5,500,484)
Maine Public Employees Retirement System Other Post-employment Benefits Plan	572,489	658,204	2,591,142
Deferred gain on bond refunding	<u>-</u>	<u>391,017</u>	<u>-</u>
Total	<u>\$ 26,672,247</u>	<u>\$ 45,871,524</u>	<u>\$ 23,481,033</u>
	<u>2021</u>		
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Net (Asset) Liability</u>
Maine Public Employees Retirement System Pension Plan	\$ 10,738,724	\$ 2,600,578	\$ 51,040,842
Maine Community College System Post-employment Health Insurance Plan	5,237,862	19,346,243	(8,315,520)
Maine Public Employees Retirement System Other Post-employment Benefits Plan	440,522	252,170	2,992,572
Deferred gain on bond refunding	<u>-</u>	<u>418,947</u>	<u>-</u>
Total	<u>\$ 16,417,108</u>	<u>\$ 22,617,938</u>	<u>\$ 45,717,894</u>

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

Compensated Absences

The System accrues amounts for compensated absences as earned. As of June 30, 2022 and 2021, the System had accrued \$3,397,937 and \$3,229,930, respectively. These accrued balances represent vacation and earned time amounts available to be used or payable to employees upon termination of employment.

Revenue Recognition

Tuition and fees revenues are recognized when the services are performed. Unrestricted gifts of securities and other noncash assets are recognized as revenue based on the fair value at the date of donation; restricted grants and gifts are recognized as revenue based on the fair value when eligibility requirements have been met; state appropriations are recognized in the year the State appropriates the funds.

Unearned revenue consists primarily of unrestricted tuition and student fees related to future fiscal years.

Investment income consists of interest and dividend income recognized on the accrual method, as well as realized and unrealized gains or losses on investments.

Auxiliary enterprises furnish goods or services to students, faculty, or staff, and charge a fee directly related to the cost of the goods or services. Revenues from auxiliary enterprises are primarily earned from college stores and are recognized as the services are performed or the goods are delivered.

Operating Revenues and Expenses

Operating revenues substantially consist of tuition and fees; federal, state, and other grants and contracts for noncapital purposes; sales and services of education activities; and auxiliary enterprises revenues. Operating expenses include instruction, public service, academic support, student services, institutional support, operations and maintenance, student aid, auxiliary enterprises and residential life, and depreciation and amortization. All other revenues and expenses of the System are reported as other or nonoperating revenues and expenses, including state general appropriations, noncapital gifts, investment income, interest expense, and capital additions and deductions. Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent eligibility requirements have been met, primarily representing funds spent for expenditure driven grants.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

Tax Status

The System is exempt from income taxes because it is an instrumentality of the State of Maine. The Foundations are exempt from income taxes because they are 501(c)(3) organizations. The Trust is exempt from income taxes by virtue of the exempt status of the System.

If an exempt organization regularly carries on a trade or business not substantially related to its exempt purpose, except that it provides funds to carry out that purpose, the organization is subject to tax on its income from that unrelated trade or business. The System has evaluated the positions taken on its business activities and has concluded no unrelated business income tax exists at June 30, 2022 and 2021.

Custodial Funds

Custodial funds are cash held by an institution acting as custodian or fiscal agent, but not assets or liabilities of the institution. The cash is deposited with the institution for safekeeping, to be used or withdrawn by the depositor at will. As of June 30, 2022 and 2021, the System held assets totaling \$1,504,192 and \$1,064,972, respectively, consisting primarily of Student Union Activity Funds, which are not reflected in the accompanying statements of net position.

Risk Management

The System is exposed to various risks of loss from torts; theft of, damage to, and destruction of assets; business interruption; errors and omissions; employee injuries and illnesses; natural disasters; and employee health, dental, and accident benefits. Commercial insurance coverage is purchased for claims arising from such matters. Settled claims have not exceeded this commercial coverage in any of the three preceding years.

Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, as well as the reported amounts of revenues and expenses. These estimates include, but are not limited to, the valuation of accounts and pledges receivable and the actuarial assumptions used in determining the post-employment benefit expenses and related balances. Actual results could differ from those estimates.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

New Accounting Pronouncements Not Yet Effective

In May 2019, GASB issued Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures. This Statement is effective for reporting periods beginning after December 15, 2021, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In March 2020, GASB issued Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement, which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement. This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction. This Statement is effective for reporting periods beginning after June 15, 2022, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In March 2020, GASB issued Statement No. 96, *Subscription-Based Information Technology Arrangements*. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Continued)

Statement No. 87, *Leases*, as amended. This Statement is effective for reporting periods beginning after June 15, 2022, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In April 2022, GASB issued Statement No. 99, *Omnibus 2022*. The objectives of this Statement are to enhance comparability in accounting and financial reporting and to improve the consistency of authoritative literature by addressing practice issues identified during implementation and application of certain GASB statements, and accounting and financial reporting for financial guarantees. The practice issue addressed by this Statement that is applicable to the System is Statement No. 96, *Subscription-Based Information Technology*. This Statement is effective for reporting periods beginning after June 15, 2022, and all reporting periods after for the requirements related to leases, PPPS, and SBITAs. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In June 2022, GASB issued Statement No. 100, *Accounting Changes and Error Corrections - An Amendment of GASB No. 62*. This Statement provides guidance on accounting and financial reporting requirements for accounting changes and error corrections to provide more understandable, reliable, relevant, consistent, and comparable information for making decisions or assessing accountability. This Statement defines accounting changes and outlines parts of the description for (1) certain changes in accounting principles and (2) certain changes in accounting estimates that result from a change in measurement methodology, a new principle or methodology should be justified on the basis that it is preferable to the principle or methodology used before the change. This Statement requires disclosure in notes to the financial statements of descriptive information about the changes and error corrections, such as their nature and the quantitative effects on the beginning balances. Furthermore, the Statement addresses how information is affected by the change in accounting principle or error correction should be presented in the required supplementary information (RSI), and supplementary information (SI). This Statement is effective for reporting periods beginning after June 15, 2023, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

In June 2022, GASB issued Statement No. 101, *Compensated Absences*. This Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. This Statement requires liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. Compensated absences including parental leave, military leave, and jury duty leave, are not to be recognized until the leave commences. For financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditure be recognized for the amount that normally would be liquidated with expendable available financial resources. This Statement is effective for reporting periods beginning after December 15, 2023, and earlier application is encouraged. Management is currently evaluating the impact this Statement will have on the System's financial statements.

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

Notes to Financial Statements

June 30, 2022 and 2021

1. Summary of Significant Accounting Policies (Concluded)

New Accounting Pronouncement

As of June 30, 2022, the System has adopted the GASB issued Statement No. 87, *Leases*. This Statement increases the usefulness of financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the lease contracts. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about leasing activities.

The impact of the adoption of the new accounting standards as of June 30, 2021 was as follows:

Net position at June 30, 2021, as previously reported before adoption of new accounting principle	\$ 216,330,573
Cumulative effect of change in accounting principle	<u>(10,874)</u>
Net position at June 30, 2021, after adoption of the accounting principle	<u>\$ 216,319,699</u>

As of June 30, 2022, the System has adopted the GASB issued Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund. As of June 30, 2022, the System had no material interest costs incurred before the end of a construction period to which this Statement applied.

2. Cash and Cash Equivalents

The carrying amounts, which represent both cost and fair value, of cash and cash equivalents for the System at June 30, 2022 and 2021 are presented below:

	<u>2022</u>	<u>2021</u>
Cash in bank	\$ 9,375,836	\$ 7,144,310
Outstanding checks	(31,187)	(28,599)
State Treasurer's Cash Pool	<u>26,505,152</u>	<u>19,868,671</u>
	<u>\$ 35,849,801</u>	<u>\$ 26,984,382</u>

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June 30, 2022 and 2021

2. Cash and Cash Equivalents (Concluded)

The bank account balances are covered by depository insurance up to \$250,000 at June 30, 2022 and 2021. The cash in bank in excess of depository insurance is collateralized by a \$1,000,000 stand-by letter of credit with the Federal Home Loan Bank. Cash in bank in excess of \$1,250,000 is uncollateralized. The System has established internal procedures to monitor credit risk relating to deposits in financial institutions.

The State Treasurer's Cash Pool (the Pool), established by the Maine State Treasurer, is not rated by a nationally recognized statistical rating organization. However, the Pool is limited by State law to invest in obligations of the U.S. Treasury and its agencies and instrumentalities that mature within 36 months; repurchase agreements that are secured by obligations of the U.S. Government and its agencies and instrumentalities and mature within 12 months; prime commercial paper; tax-exempt municipal obligations rated no less than AA; corporate bonds rated AAA; money market funds; bankers' acceptances not exceeding 180 days; and time certificates of deposit not exceeding two years.

The System's management considers this investment to be a money market instrument and carries the amounts at cost, which approximates fair value.

3. Investments

The fair value of investments for the System at June 30, 2022 and 2021 is as follows:

	<u>2022</u>	<u>2021</u>
Management account investments		
Investments at net asset value (NAV)		
Equity	\$ 26,357,971	\$ 34,209,530
Fixed-income	<u>38,701,294</u>	<u>38,842,632</u>
Total management account investments	65,059,265	73,052,162
Other investments	<u>5,412</u>	<u>6,880</u>
Total investment balance	<u>\$ 65,064,677</u>	<u>\$ 73,059,042</u>

The System's investments are reported in the financial statements at June 30, 2022 and 2021 as follows, based on the portfolios underlying fund investments:

	<u>2022</u>	<u>2021</u>
Short-term investments	\$ 50,114,804	\$ 54,460,095
Endowment investments	<u>14,949,873</u>	<u>18,598,947</u>
	<u>\$ 65,064,677</u>	<u>\$ 73,059,042</u>

**MAINE COMMUNITY COLLEGE SYSTEM
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Notes to Financial Statements

June 30, 2022 and 2021

3. Investments (Continued)

Interest Rate Risk

The System manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds or exchange-traded funds.

Credit Risk

The System limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the System may invest are investment grade as rated by a nationally recognized statistical rating organization (NRSRO). The System further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolios to ensure the System limits its credit risk.

A summary of fixed-income investments and their related interest rate and credit risks as of June 30, 2022 and 2021 are as follows:

<u>Rating</u>	2022		2021	
	<u>Amount</u>	<u>Maturity</u>	<u>Amount</u>	<u>Maturity</u>
AA	<u>\$ 38,701,294</u>	4.9 years	<u>\$ 38,842,632</u>	4.9 years

The ratings are, and the maturities are the weighted averages, of the debt securities in which the funds invest.

**MAINE COMMUNITY COLLEGE SYSTEM
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Notes to Financial Statements

June 30, 2022 and 2021

3. Investments (Continued)

Concentration of Credit Risk

The System has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy defines that the portfolio should be well diversified as to limit exposure to one issuer or security. Also, within the individual funds, the net credit exposure to any single issuer is not to represent 5% or more of the fund with the exception of U.S. Treasuries and Agencies and investment grade Organization for Economic Co-operation and Development member countries and their instrumentalities. As of June 30, 2022 and 2021, individual investments representing more than 5% of the System's investments were as follows:

	Percentage of Investments	
	2022	2021
Wellington Trust Co. (WTC)-Common Trust Funds (CTF)		
Ultra Short Duration	21.9 %	19.6 %
WTC-CTF Intermediate Bond	18.7	16.7
WTC-CTF Global Opportunities Equity Fund	16.2	19.1
WTC-CTF Enduring Assets Equity Fund	5.1	5.3
WTC-CTF Core Bond Plus	18.8	16.9
WTC-CTF Research Equity	8.9	13.7

Custodial Credit Risk

All of the System's investments are held with a third-party custodian in the System's name.

Fair Value Measurement

GASB Statement No. 72, *Fair Value Measurement and Application*, defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. GASB No. 72 also establishes a fair value hierarchy, which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2: Significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3: Significant unobservable inputs that reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

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Notes to Financial Statements

June 30, 2022 and 2021

3. Investments (Continued)

At June 30, 2022 and 2021, certain investments were measured at NAV, which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

Assets measured at fair value on a recurring basis are summarized below:

	<u>Fair Value Measurements at June 30, 2022, Using:</u>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investments				
Cash and short-term investments	\$ 5,412	\$ <u>5,412</u>	\$ <u>-</u>	\$ <u>-</u>
Investments at NAV				
Equity funds	26,357,971			
Fixed-income funds	38,701,294			
		<u>\$ 65,064,677</u>		
	<u>Fair Value Measurements at June 30, 2021, Using:</u>			
	<u>Total</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Investments				
Cash and short-term investments	\$ 6,880	\$ <u>6,880</u>	\$ <u>-</u>	\$ <u>-</u>
Investments at NAV				
Equity funds	34,209,530			
Fixed-income funds	<u>38,842,632</u>			
		<u>\$ 73,059,042</u>		

Assets measured at NAV at June 30, 2022 and 2021 are as follows:

	<u>2022</u>	<u>2021</u>	<u>Redemption</u>	<u>Redemption</u>
	<u>Fair Value</u>	<u>Fair Value</u>	<u>Frequency</u>	<u>Notice Period</u>
Equity funds:				
CTF Enduring Assets (a)	\$ 3,307,626	\$ 3,903,361	Daily	On redemption date
CTF Global Quality Growth (b)	2,583,917	3,206,458	Daily	On redemption date
CTF Global Opportunities (c)	10,522,167	13,937,265	Daily	On redemption date
CTF Quality Value (d)	2,049,759	-	Daily	On redemption date
CTF Emerging Markets Research				10 days prior to
Equity (e)	424,654	594,157	Daily	redemption date
CTF Research Equity (f)	5,765,161	10,004,476	Daily	On redemption date
CTF Small Cap Opportunities (g)	<u>1,704,687</u>	<u>2,563,813</u>	Daily	On redemption date
	<u>\$ 26,357,971</u>	<u>\$ 34,209,530</u>		

**MAINE COMMUNITY COLLEGE SYSTEM
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Notes to Financial Statements

June 30, 2022 and 2021

3. Investments (Continued)

	<u>2022</u> <u>Fair Value</u>	<u>2021</u> <u>Fair Value</u>	<u>Redemption</u> <u>Frequency</u>	<u>Redemption</u> <u>Notice Period</u>
Fixed-income funds:				
CTF Core Bond Plus (h)	\$ 12,223,132	\$ 12,310,340	Daily	On redemption date
CTF Intermediate Bond (i)	12,198,757	12,194,266	Daily	On redemption date
CTF Ultra Short Duration (j)	<u>14,279,405</u>	<u>14,338,026</u>	Daily	On redemption date
	<u>\$ 38,701,294</u>	<u>\$ 38,842,632</u>		

- (a) This fund invests in companies with long-lived physical assets that exhibit low levels of earnings volatility and is managed on a total return basis.
- (b) This fund invests in high quality growth companies to provide long-term total returns above the Morgan Stanley Capital International (MSCI) Index and is managed on a total return basis.
- (c) This fund invests primarily in common stock to provide long-term total return in excess of the MSCI All Country World Index and is managed on a total return basis.
- (d) This fund invests primarily in large-capitalization companies to provide long-term total return in excess of the Russell 1000 Value Index over full market cycles and it managed on a total return basis.
- (e) This fund invests in real estate securities, convertible bonds, preferred stock, exchange-traded funds, and similar liquid investments and is managed to provide a long-term total return in excess of the MSCI Emerging Markets Index.
- (f) This fund invests primarily in equity securities issued by companies incorporated or exercising a predominant part of their economic activities in the U.S. The fund may also invest up to 10% of the fund's assets in non-U.S. companies.
- (g) This fund invests in common stocks of U.S. companies with a market cap between \$100 million and \$3 billion. Up to 15% of the Portfolio's assets may be invested in non-US securities and less than 5% will be invested in cash (maximum of 10%).
- (h) This fund invests in U.S. Government and Agency securities, mortgage securities, municipal securities, and other similar assets to provide long-term total return in excess of the U.S. bond market represented by the Barclays Aggregate Bond Index. The fund also purchases debt obligations meeting similar risk and is managed on a total return basis.
- (i) This fund invests in investment-grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term return in excess of the Barclays Capital Intermediate Government/Credit Bond Index and is managed on a total return basis.

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Notes to Financial Statements

June 30, 2022 and 2021

3. Investments (Concluded)

(j) This fund invests in investment grade, U.S. dollar-denominated debt obligations of U.S. and non-U.S. issuers to provide long-term total return in excess of the Barclays Capital 9-12 Month Treasury Index while maintaining liquidity and preserving capital. It is managed on a total return basis.

4. Accounts Receivable

Accounts receivable at June 30, 2022 and 2021 consisted of the following:

	<u>2022</u>	<u>2021</u>
Grants and contracts	\$ 3,980,839	\$ 1,897,684
Student and general	2,395,057	3,637,827
Allowance for doubtful accounts	<u>(776,536)</u>	<u>(991,103)</u>
 Total accounts receivable, net	 <u>\$ 5,599,360</u>	 <u>\$ 4,544,408</u>

5. Capital Assets

Capital assets activity for the year ended June 30, 2022 is summarized as follows:

	Balance <u>July 1, 2021</u>	<u>Additions</u>	<u>Retirements/ Reductions</u>	Balance <u>June 30, 2022</u>
Land	\$ 3,830,705	\$ 132,643	\$ -	\$ 3,963,348
Buildings	155,404,620	249,081	-	155,653,701
Improvements	131,179,513	8,316,881	149,454	139,346,940
Furniture and equipment	82,221,930	5,275,269	1,370,530	86,126,669
Library books and periodicals	3,811,622	25,384	78,251	3,758,755
Construction in process	<u>6,698,413</u>	<u>3,740,710</u>	<u>6,612,532</u>	<u>3,826,591</u>
	383,146,803	17,739,968	8,210,767	392,676,004
Less accumulated depreciation	<u>(199,704,685)</u>	<u>(12,543,485)</u>	<u>(1,441,730)</u>	<u>(210,806,440)</u>
 Capital assets, net	 <u>\$ 183,442,118</u>	 <u>\$ 5,196,483</u>	 <u>\$ 6,769,037</u>	 <u>\$ 181,869,564</u>

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Notes to Financial Statements

June 30, 2022 and 2021

5. Capital Assets (Concluded)

Capital assets activity for the year ended June 30, 2021 is summarized as follows:

	Balance <u>July 1, 2020</u>	<u>Additions</u>	Retirements/ <u>Reductions</u>	Balance <u>June 30, 2021</u>
Land	\$ 3,830,705	\$ -	\$ -	\$ 3,830,705
Buildings	155,404,620	-	-	155,404,620
Improvements	123,837,500	7,360,897	18,884	131,179,513
Furniture and equipment	77,589,303	5,051,970	419,343	82,221,930
Library books and periodicals	4,091,396	32,773	312,547	3,811,622
Construction in process	<u>6,955,167</u>	<u>3,673,446</u>	<u>3,930,200</u>	<u>6,698,413</u>
	371,708,691	16,119,086	4,680,974	383,146,803
Less accumulated depreciation	<u>(188,465,623)</u>	<u>(11,970,062)</u>	<u>(731,000)</u>	<u>(199,704,685)</u>
Capital assets, net	<u>\$ 183,243,068</u>	<u>\$ 4,149,024</u>	<u>\$ 3,949,974</u>	<u>\$ 183,442,118</u>

6. Leases

The System entered into a ten-year operating lease, effective February 1, 2020, for the building in which the central administrative office of the System is currently located. Each year the annual rent may be adjusted by an inflation factor. There was a 2% adjustment in 2022 and 2021.

The following table presents the lease-related assets and liabilities as of June 30, 2022:

	<u>2022</u>	<u>2021</u>
Right-of-use assets	\$ 1,100,615	\$ 1,081,029
Accumulated amortization on right of use asset	<u>(228,756)</u>	<u>(112,607)</u>
Right-of-use assets, net	<u>\$ 871,859</u>	<u>\$ 968,422</u>
Lease obligation - current portion	\$ 131,246	\$ 89,193
Lease obligation - long-term portion	<u>758,857</u>	<u>890,103</u>
Total lease obligation	<u>\$ 890,103</u>	<u>\$ 979,296</u>

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Notes to Financial Statements

June 30, 2022 and 2021

6. Leases (Concluded)

A maturity analysis of the annual undiscounted cash flows reconciled to the carrying value of the lease obligation, and certain other statistical data related to these leases, follows:

2023		\$ 131,246
2024		133,871
2025		136,549
2026		139,280
2027		142,065
Thereafter		<u>443,472</u>
Total		1,126,483
Less discount		<u>(236,380)</u>
Total		<u>\$ 890,103</u>
Weighted-average discount rate		2.00 %
Weighted average remaining lease term		8 years

7. Long-Term Debt

Long-term debt activity for the year ended June 30, 2022 is summarized as follows:

	2022					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Accretion</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes payable	<u>\$16,388,609</u>	<u>\$ -</u>	<u>\$ 850,000</u>	<u>\$ 127,421</u>	<u>\$15,411,188</u>	<u>\$ 895,000</u>

Long-term debt activity for the year ended June 30, 2021 is summarized as follows:

	2021					
	<u>Beginning Balance</u>	<u>Additions</u>	<u>Payments</u>	<u>Premium Accretion</u>	<u>Ending Balance</u>	<u>Current Portion</u>
Notes payable	<u>\$17,326,029</u>	<u>\$ -</u>	<u>\$ 810,000</u>	<u>\$ 127,420</u>	<u>\$16,388,609</u>	<u>\$ 850,000</u>

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June 30, 2022 and 2021

7. Long-Term Debt (Concluded)

Notes payable consist of the following at June 30, 2022 and 2021:

	<u>2022</u>	<u>2021</u>
Notes payable to Maine Health and Higher Educational Facilities Authority (MHHEFA) in conjunction with revenue bonds:		
Series 2016A (including original issue premium of \$2,548,411), which bears interest at rates ranging from 3.00% to 5.00%; annual principal payments due in amounts ranging from \$245,000 to \$1,470,000. The notes will be paid in full in fiscal 2036.	<u>\$ 15,411,188</u>	<u>\$ 16,388,609</u>

In June of 2016, the System issued revenue bonds with a par value of \$19,010,000 through MHHEFA (direct borrowing) with an average annual interest rate of 4.7% and a final maturity in July 2035. MHHEFA requires that \$1,527,700 of the bond proceeds be transferred to a debt reserve fund. The amount transferred to the debt reserve fund is retained by MHHEFA in an interest bearing account and is to be used by MHHEFA to make the final payment of principal and interest in 2035. Accordingly, funds transferred to MHHEFA are not included as assets and are deducted from the amounts owed in the System's statement of net position. The bonds were issued at a premium of \$2,548,411. These revenue bonds were used to refund the MHHEFA Series 2006F revenue bonds originally issued in September 2006.

The notes are collateralized by the gross receipts of the System. The System is required to make monthly deposits of principal and interest of amounts sufficient to make the semi-annual interest payments and annual principal payments and to maintain a ratio of income available for debt service to annual debt service of at least 1.20 for each fiscal year. At June 30, 2022, the System met the debt service ratio.

At June 30, 2022, future payments in conjunction with the notes payable to MHHEFA related to the Series 2016A revenue bonds are as follows for the years ending June 30:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2023	\$ 895,000	\$ 611,250	\$ 1,506,250
2024	935,000	567,750	1,502,750
2025	980,000	525,350	1,505,350
2026	960,000	485,800	1,445,800
2027	1,050,000	441,900	1,491,900
2028 - 2032	5,860,000	1,436,825	7,296,825
2033 - 2036	<u>2,947,300</u>	<u>226,675</u>	<u>3,173,975</u>
Total payments	13,627,300	<u>\$ 4,295,550</u>	<u>\$ 17,922,850</u>
Unamortized premium	<u>1,783,888</u>		
Total	<u>\$ 15,411,188</u>		

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Notes to Financial Statements

June 30, 2022 and 2021

8. Retirement Plans

Defined Benefit Pension Plan

The System participates in the SET Pension Plan, a multiple-employer cost sharing plan administered by the Maine Public Employees Retirement System (the MainePERS). The MainePERS provides pension benefits to its members, which include employees of the State, certain public school employees, and employees of local municipalities and other public entities in Maine. There are approximately 240 employers in the SET Pension Plan. All state employees and teachers become members of the SET Pension Plan as a condition of their employment.

The MainePERS is established and administered under the Maine State Retirement System Laws, Title 5 M.R.S.A., C.421, 423, and 425. The MainePERS issues a publicly available financial report that includes financial statements and required supplementary information for the SET Pension Plan. That report is available online at www.maineopers.org or may be obtained by writing to the Maine Public Employees Retirement System, PO Box 349, Augusta, Maine 04332-0349.

The SET Pension Plan provides defined retirement benefits based on members' average final compensation and creditable service. Vesting occurs upon the earning of five years of service credit or the earning of one year of service credit immediately preceding retirement at or after normal retirement age (prior to October 1, 1999, the service credit requirement is ten years); normal retirement age for the SET Pension Plan is age 60, 62, or 65. The normal retirement age is determined by whether a member had met certain creditable service requirements on specific dates, as established by Maine statute.

Upon termination of membership, members' accumulated employee contributions are refundable with interest, credited in accordance with statute. Withdrawal of accumulated contributions results in forfeiture of all benefits. The annual rate of interest credited to members' accounts is set by the MainePERS Board of Trustees and is currently .93%.

Contributions

Retirement benefits are funded by contributions from members and employers and by earnings on investments. Disability and death benefits are funded by employer normal cost and by earnings on investments. In accordance with Maine statute, members are required to contribute 7.65% of their earnable compensation to the SET Pension Plan. The System is required to contribute at an actuarially-determined rate (22.11% and 21.98% of annual payroll for fiscal year 2022 and fiscal year 2021, respectively) that, when combined with the contributions of other reporting entities, will be adequate to fund the SET Pension Plan.

The contribution rate is determined using an entry-age normal actuarial funding method for retirement benefits and a term-cost method for ancillary benefits. The System may be required to make contributions to fund the SET Pension Plan's pooled unfunded actuarial liability, if any. The contribution requirements of the SET Pension Plan members and the System are established by, and may be amended by, the State legislature.

**MAINE COMMUNITY COLLEGE SYSTEM
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Notes to Financial Statements

June 30, 2022 and 2021

8. Retirement Plans (Continued)

Total System and employee contributions (which equal the actuarially-required contributions) to the SET Pension Plan are as follows:

	<u>2022</u>	<u>2021</u>
System	\$ 7,386,034	\$ 7,035,912
Employee	<u>2,475,957</u>	<u>2,388,212</u>
Total	<u>\$ 9,861,991</u>	<u>\$ 9,424,124</u>

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Inflows of Resources Related to the SET Pension Plan

At June 30, 2022 and 2021, the System reported a liability for its proportionate share of the net pension liability of the SET Pension Plan. At June 30, 2022 and 2021, the net pension liability was measured as of June 30, 2021 and 2020, respectively, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of those dates. The System's proportionate share of the net position liability was based on a projection of the System's long-term share of contributions to the SET Pension Plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2021, the System's proportion was 4.09%, which was a decrease of 0.21% from its proportion measured as of June 30, 2020.

The System recognized pension expense of \$692,457 and \$6,323,873 for the years ended June 30, 2022 and 2021, respectively. At June 30, 2022 and 2021, the System reported deferred outflows of resources and deferred inflows of resources related to the SET Pension Plan from the following sources:

	<u>2022</u>		<u>2021</u>	
	Deferred Outflows of <u>Resources</u>	Deferred Inflows of <u>Resources</u>	Deferred Outflows of <u>Resources</u>	Deferred Inflows of <u>Resources</u>
Difference between expected and actual experience	\$ 893,136	\$ -	\$ 2,235,908	\$ -
Changes in assumptions	8,468,507	-	-	-
Net difference between projected and actual earnings on SET Pension Plan investments	-	23,880,796	1,466,904	-
Changes in proportion and differences between System contributions and proportionate share of contributions	-	2,685,625	-	2,600,578
System contributions subsequent to the measurement date	<u>7,386,034</u>	<u>-</u>	<u>7,035,912</u>	<u>-</u>
	<u>\$16,747,677</u>	<u>\$26,566,421</u>	<u>\$10,738,724</u>	<u>\$ 2,600,578</u>

**MAINE COMMUNITY COLLEGE SYSTEM
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Notes to Financial Statements

June 30, 2022 and 2021

8. Retirement Plans (Continued)

The deferred outflows of resources resulting from the System's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the SET Pension Plan will be recognized as a reduction of or addition to pension expense as follows for the years ending June 30:

2023	\$ (3,266,300)
2024	(1,862,367)
2025	(5,427,181)
2026	(6,648,930)

Actuarial Methods and Assumptions

The total pension liability in the June 30, 2021 actuarial valuation was determined using the following methods and assumptions, applied to all periods included in the measurement:

Actuarial Cost Method - The entry age normal actuarial funding method is used to determine costs. Under this funding method, the total employer contribution rate consists of two elements, the normal cost rate and the unfunded actuarial liability rate.

The individual entry age normal method is used to determine liabilities. Under the individual entry age normal method, a normal cost rate is calculated for each member. This rate is determined by taking the value, as of age at entry into the SET Pension Plan, of the member's projected future benefits, and dividing it by the value, also as of the member's entry age, of his/her expected future salary.

The normal cost for each member is the product of his/her pay and his/her normal cost rate. The normal cost for the group is the sum of the normal costs for all members. Experience gains and losses (i.e., decreases or increases in liabilities and/or in assets when actual experience differs from the actuarial assumptions) affect the unfunded actuarial-accrued liability.

Asset Valuation Method - The actuarial valuation employs a technique for determining the actuarial value of assets which dampens the swing in the market value. The specific technique adopted in this valuation recognizes in a given year one-third of the investment return that is different from the actuarial assumption for investment return.

Amortization - The net pension liability is amortized on a level percentage of payroll over the amortization period then in effect under Maine statutory and constitutional requirements.

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June 30, 2022 and 2021

8. Retirement Plans (Continued)

Significant actuarial assumptions employed by the actuary in the actuarial valuation and for funding purposes as of June 30, 2021 and 2020 are as follows:

Investment Rate of Return - 6.50% and 6.75% per annum for the years ended June 30, 2021 and 2020, compounded annually.

Salary Increases, Merit and Inflation - 3.26% - 9.43%, including Inflation of 2.75%.

Mortality Rates - For active members and non-disabled retirees, the 2010 Public Plan Teacher Benefits-Weighted Healthy Retiree Mortality Table is used, for males and females, projected generationally using the REC_2020 model.

Cost of Living Benefit Increases - 2.20% per annum. All service and disability retirement and survivor benefits are adjusted each year that there is a percentage change in the Consumer Price Index, based on the index. The maximum annual increase is 3%. If the percentage change is negative, then no adjustment is made in that year. In subsequent years, the adjustment that would have been made will be adjusted downward to the extent necessary to recoup the full actuarial value of not having made the previous year's negative adjustment. The process of adjustments may occur over a multi-year period if needed to recoup the full value of the negative changes in the index.

The long-term expected rate of return on the SET Pension Plan assets was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major class of assets. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of geometric real rates of return for each major asset class included in the SET Pension Plan's target asset allocation as of June 30, 2021 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Public equities	30.0 %	6.0 %
U.S. Government	7.5	2.3
Private equity	15.0	7.6
Real assets		
Real estate	10.0	5.2
Infrastructure	10.0	5.3
Natural resources	5.0	5.0
Traditional credit	7.5	3.0
Alternative credit	5.0	7.2
Diversifiers	10.0	5.9

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8. Retirement Plans (Continued)

Discount Rate - The discount rate used to measure the collective total pension liability was 6.50% and 6.75% for 2021 and 2020, respectively. The projection of cash flows used to determine the discount rate assumed that SET Pension Plan member contributions will be made at the current contribution rate and that employer and non-employer entity contributions will be made at contractually required rates, actuarially determined. Based on these assumptions, the SET Pension Plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term expected rate of return on SET Pension Plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The following table shows how the System's proportionate share of the net pension liability as of June 30, 2021 and 2020 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate.

	1% Decrease (5.50%)	Current Discount Rate (6.50%)	1% Increase (7.50%)
<u>2021</u>			
The System's proportionate share of the net pension liability	\$ <u>53,787,170</u>	\$ <u>26,390,375</u>	\$ <u>3,384,107</u>
	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
<u>2020</u>			
The System's proportionate share of the net pension liability	\$ <u>60,481,858</u>	\$ <u>51,040,842</u>	\$ <u>17,048,267</u>

Changes in the net pension liability are recognized in pension expense with the following exceptions:

Differences between Expected and Actual Experience - The differences between expected and actual experience with regard to economic or demographic factors are recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. For the 2021 and 2020 actuarial valuations, this was three years.

Differences between Projected and Actual Investment Earnings - Differences between projected and actual investment earnings are recognized in pension expense using a straight-line amortization method over a closed five-year period.

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June 30, 2022 and 2021

8. Retirement Plans (Concluded)

Changes in Assumptions - Differences due to changes in assumptions about future economic or demographic factors or other inputs are recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members.

Changes in Proportion and Differences between Employer Contributions and Proportionate Share of Contributions - Differences resulting from a change in proportionate share of contributions and differences between total employer contributions and the employer's proportionate share of contributions are recognized in pension expense using a straight-line amortization method over a closed period equal to the average expected remaining service lives of active and inactive members. Differences between total employer contributions and the employer's proportionate share of contributions may arise when an employer has a contribution requirement for an employer-specific liability.

Rationale for Assumptions - The assumptions were adopted by the SET Pension Plan trustees as a result of the latest experience study covering the period July 1, 2015 through June 30, 2020.

Defined Contribution Plan

Certain employees participate in an optional defined contribution plan with TIAA-CREF, a defined contribution plan. In defined contribution plans, benefits depend solely on amounts contributed plus investment earnings. Only confidential employees and, as of July 1999, Maine Education Association (MEA) Administrators and faculty are eligible to participate in the TIAA-CREF defined contribution plan. The System contributes 12.88% and 6.04% of total salaries for eligible confidential and MEA employees, respectively. The System contribution is funded as it accrues and, along with the contributions of the employees, is immediately vested. Employees make contributions at an average of 7.75% of total salaries (7.61% in 2021). Total employer contributions to the TIAA-CREF program in fiscal years 2022 and 2021, respectively, amounted to \$1,724,615 and \$1,700,683, which consisted of \$553,385 and \$553,581 for confidential employees and \$1,171,230 and \$1,147,102 for MEA employees, respectively. MEA employee contributions amounted to \$1,552,792 and \$1,489,029 in 2022 and 2021, respectively.

Total salaries and wages for covered employees participating in TIAA-CREF were \$23,687,690 and \$23,289,733 for fiscal years 2022 and 2021, respectively. Subject to applicable bargaining agreements, the Board of Trustees of the System is the authority under which benefits and contribution rates are established and may be amended.

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9. OPEB - Maine Public Employees Retirement System

Plan Description

In addition to providing pension benefits, MainePERS administers cost-sharing multiple-employer defined post-employment life insurance plans. The SET OPEB Plan is a multiple-employer cost sharing plan. As of June 30, 2021 there were approximately 230 employers, including the State, participating in the plan. The Group Life Insurance Plan provides basic group life insurance benefits, during retirement, to retirees who participated in the SET OPEB Plan prior to retirement for a minimum of 10 years. The level of coverage in retirement is initially set to an amount equal to the retiree's average final compensation. The initial amount of basic life insurance is then subsequently reduced at the rate of 15% per year to the greater of 40% of the initial amount or \$2,500. For participants who become disabled, the 10-year participation requirement does not apply and the amount of basic life insurance will be in full force until retirement age then subsequently reduced at the rate of 15% per year to the greater of 40% of the initial amount or \$2,500. The MainePERS Board of Trustees is the authority under which benefit terms and contribution rates are established or may be amended.

Contributions

Premium rates are those determined by the MainePERS' Board of Trustees to be actuarially sufficient to pay anticipated claims. For state employees, the premiums for retiree life insurance coverage are factored into the premiums paid for basic coverage while participants are active members. The rate for fiscal year 2022 was \$0.91 per \$1,000 of coverage.

Premiums for basic life insurance coverage for retired teachers are paid by the State as the total dollar amount of each year's annual required contribution.

Net OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to the SET OPEB Plan

At June 30, 2022 and 2021, the System reported a liability for its proportionate share of the net OPEB liability. The net OPEB liability is measured as of June 30, 2021 and 2020, and was determined by an actuarial valuation performed as of June 30, 2021 and 2020. The System's proportionate share of the net OPEB liability was based on a projection of the System's long-term share of contributions to the SET OPEB Plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, the System's proportion of the net OPEB liability was as follows:

	2022	2021
SET OPEB Plan net OPEB liability	\$63,274,101	\$67,811,014
The System's share of the net OPEB liability	2,591,142	2,992,572
The System's proportion of the net OPEB liability	4.10 %	4.41 %

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9. OPEB - Maine Public Employees Retirement System (Continued)

The System recognized OPEB expense of \$129,109 and \$220,838 for the years ended June 30, 2022 and 2021, respectively. The System reported deferred outflows of resources and deferred inflows of resources related to the SET OPEB Plan from the following sources at June 30:

	2022		2021	
	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between projected and actual earnings on SET OPEB Plan investments	\$ -	\$ 293,483	\$ -	\$ 2,405
Difference between expected and actual experience	42,664	-	59,571	-
Changes in proportion	46,003	364,721	61,338	249,765
Changes in assumption	162,258	-	38,898	-
System contributions subsequent to the measurement date	<u>321,564</u>	<u>-</u>	<u>280,715</u>	<u>-</u>
	<u>\$ 572,489</u>	<u>\$ 658,204</u>	<u>\$ 440,522</u>	<u>\$ 252,170</u>

The deferred outflows of resources resulting from the System's contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2023. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to the SET OPEB Plan will be recognized as a reduction of (increase in) SET OPEB Plan expense as follows for the years ending June 30:

2023	\$ (110,639)
2024	(104,726)
2025	(79,296)
2026	(98,047)
2027	(7,286)
Thereafter	(7,285)

Actuarial Methods and Assumptions

The total SET OPEB Plan liability in the June 30, 2021 actuarial valuation was determined using the following methods and assumptions, applied to all periods included in the measurement:

Inflation: 2.75%

Salary increases: Individual and aggregate salary increases 3.26% - 9.43%

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9. OPEB - Maine Public Employees Retirement System (Continued)

Mortality rates: For active members and non-disabled retirees of the SET OPEB Plan, the 2010 Public Plan Teacher Benefits-Weighted Healthy Retiree Mortality Table is used, for males and females, projected generationally using the REC_2020 model.

The long-term expected rate of return on SET OPEB Plan assets of 6.50% was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of SET OPEB Plan investment expense and inflation) are developed for each major class of assets. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the SET OPEB Plan's target asset allocation as of June 30, 2021 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Public equities	70 %	6.0 %
Real estate	5	5.2
Traditional credit	15	3.0
U.S. Government securities	10	2.3

Discount rate. The discount rate used to measure the total SET OPEB liability was 6.50% and 6.75% in 2021 and 2020, respectively. The projection of cash flows used to determine the discount rate assumed that SET OPEB Plan member contributions will be made at the current contribution rate and that employer and non-employer entity contributions will be made at contractually required rates, actuarially determined. Based on these assumptions, the fiduciary net position was projected to be available to make all projected future benefit payments to current SET OPEB Plan members. Therefore, the long-term expected rate of return on SET OPEB Plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

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9. OPEB - Maine Public Employees Retirement System (Concluded)

The following table shows how the System's proportionate share of the SET OPEB plan liability as of June 30, 2021 and 2020 would change if the discount rate used was one percentage point lower or one percentage point higher than the current rate.

	1% Decrease (5.50%)	Current Discount Rate (6.50%)	1% Increase (7.50%)
<u>2021</u>			
The System's proportionate share of the net OPEB liability	\$ <u>3,256,343</u>	\$ <u>2,591,142</u>	\$ <u>2,048,393</u>
	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
<u>2020</u>			
The System's proportionate share of the net OPEB liability	\$ <u>3,645,527</u>	\$ <u>2,992,572</u>	\$ <u>2,458,411</u>

Rationale for Assumptions - The assumptions were adopted by the SET OPEB Plan trustees as a result of the latest experience study covering the period June 30, 2016 through June 30, 2020.

The MainePERS issues a publicly available financial report that includes financial statements and required supplementary information for the SET OPEB Plan. That report is available online at www.maineopers.org or may be obtained by writing to the Maine Public Employees Retirement System, PO Box 349, Augusta, Maine 04332-0349.

10. Other Post-Employment Health Insurance Benefit Plan and Trust

The System established and administers a defined benefit post-employment healthcare plan, a single employer defined benefit plan, used to provide post-employment benefits other than pensions. This plan covers all employees who retire and participate in MainePERS or TIAA-CREF and provides healthcare benefits for retirees. Benefits are provided through a third-party insurer and the full cost of the benefits is covered by the plan.

The System records an expense for the post-employment healthcare plan as costs are incurred for current employees while the employees are performing services for the System. The amount in future years will be based on a calculation related solely to the System's employees and retirees. The System's contributions cover retirees only; additional family members are paid for by the retirees. Subject to applicable bargaining agreements, the Board of Trustees of the System is the authority under which benefits and contribution rates are established and may be amended. The System is required to contribute at an actuarially determined rate that will be adequate to fund the Plan. The System does not issue a stand-alone financial report for this plan.

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June 30, 2022 and 2021

10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

Employees covered by benefit terms. At December 31, 2021 (the census date), the benefit terms covered the following employees:

<u>Category</u>	<u>Count</u>
Active employees	841
Inactive employees, spouses, or beneficiaries currently receiving benefit payments	397

Net OPEB Liabilities, OPEB Expense, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to the Plan

The System's net OPEB liability was measured as of June 30, 2022, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of that date. The System recognized OPEB income of \$848,018 and \$1,928,896 for the years ended June 30, 2022 and 2021, respectively. The System reported deferred outflows of resources and inflows of resources related to the OPEB plan from the following sources at June 30:

	2022		2021	
	<u>Deferred Outflows of Resources</u>	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between projected and actual experience	\$ -	\$ 15,459,511	\$ -	\$ 9,636,029
Change in assumptions	4,489,596	2,796,371	5,237,862	3,032,789
Net difference between projected and actual earnings in OPEB plan investments	<u>4,862,485</u>	<u>-</u>	<u>-</u>	<u>6,677,425</u>
	<u>\$ 9,352,081</u>	<u>\$ 18,255,882</u>	<u>\$ 5,237,862</u>	<u>\$ 19,346,243</u>

Amounts reported as deferred inflows of resources related to the OPEB plan will be recognized as a reduction of OPEB plan expense as follows for the years ending June 30:

2023	\$ (1,808,398)
2024	(1,995,000)
2025	(2,091,738)
2026	136,097
2027	(1,076,470)
Thereafter	(2,068,292)

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

Actuarial assumptions: The total OPEB liability in the June 30, 2022 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Salary increases: Individual and aggregate salary increases 3.00% - Annual Service Cost is a constant percentage of a participant's salary that is assumed to increase according to the salary increases.

Healthcare cost trend rates: 6.5% in the first year, trending down to 4.5% by fiscal year 2026.

Mortality Table: In 2022, the per capita costs were calculated using current enrollment and aging factors and the mortality table was changed from SOA RPH-2018 Total Dataset Mortality Table fully generational using Scale MP-2018 to SOA RPH-2018 Total Dataset Mortality Table fully generational using Scale MP-2020.

Discount rate: The discount rate used to measure the total OPEB liability was 6.18% and 6.10% for June 30, 2022 and June 30, 2021, respectively. The System is expected to continue contributing the Actuarially Determined Contribution and paying the pay-as-you-go cost from the OPEB Trust. Under this arrangement, the OPEB Trust is expected to be able to pay for all future benefit payments.

Rationale for Assumptions: The assumptions were adopted by the trustees as a result of the latest experience study covering the period July 1, 2005 through June 30, 2009.

The long-term expected rate of return on plan assets was 6.18% and 6.10% for June 30, 2022 and June 30, 2021, respectively, and was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB plan investment expense) are developed for each major class of assets. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage. Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of June 30, 2022, are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equities	35.0 %	7.4 %
U.S. large cap equities	17.5	6.3
U.S. small cap equities	10.0	7.1
Emerging market equities	2.5	7.8
Infrastructure equities	5.0	7.9
Intermediate bonds	15.0	3.2
Core bonds	15.0	4.7

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

Changes in the net OPEB liability (asset) for the year ended June 30, 2022 are as follows:

	Increases (Decreases)		
	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability (Asset)
Balance as of June 30, 2020	\$ <u>43,708,862</u>	\$ <u>44,338,684</u>	\$ <u>(629,822)</u>
Change for the year:			
Service cost	1,233,815	-	1,233,815
Interest	3,082,496	-	3,082,496
Changes in assumptions	5,986,128	-	5,986,128
Differences between expected and actual experience	(4,348,283)	-	(4,348,283)
Benefit payments	(1,845,275)	(1,845,275)	-
Employer contributions	-	1,493,107	(1,493,107)
Net investment income	-	12,201,762	(12,201,762)
Administrative expenses	-	(55,015)	55,015
Net changes	<u>4,108,881</u>	<u>11,794,579</u>	<u>(7,685,698)</u>
Balance as of June 30, 2021	<u>47,817,743</u>	<u>56,133,263</u>	<u>(8,315,520)</u>
Change for the year:			
Service cost	1,421,777	-	1,421,777
Interest	2,956,037	-	2,956,037
Changes in assumptions	(423,017)	-	(423,017)
Differences between expected and actual experience	(8,669,051)	-	(8,669,051)
Benefit payments	(1,583,221)	(1,583,221)	-
Employer contributions	-	1,541,526	(1,541,526)
Net investment loss	-	(9,015,816)	9,015,816
Administrative expenses	-	(55,000)	55,000
Net changes	<u>(6,297,475)</u>	<u>(9,112,511)</u>	<u>2,815,036</u>
Balance as of June 30, 2022	<u>\$ 41,520,268</u>	<u>\$ 47,020,752</u>	<u>\$ (5,500,484)</u>

At June 30, 2022 and 2021, the plan fiduciary net position as a percentage of the total OPEB liability was 113.2% and 117.4%, respectively.

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

The net OPEB liability (asset) of the System, as well as what the System's net OPEB asset would be if it were calculated using a discount rate that is 1% point lower or 1% point higher, follows:

	1% Decrease (5.18%)	Current Discount Rate (6.18%)	1% Increase (7.18%)
2022			
Net OPEB liability (asset)	\$ <u>295,811</u>	\$ <u>(5,500,484)</u>	\$ <u>(10,277,374)</u>
		Current	
	1% Decrease	Discount Rate	1% Increase
2021	(5.10%)	(6.10%)	(7.10%)
Net OPEB (asset)	\$ <u>(1,545,953)</u>	\$ <u>(8,315,520)</u>	\$ <u>(13,888,907)</u>

The net OPEB asset of the System, as well as what the System's net OPEB asset would be if it were calculated using healthcare cost trend rates that are 1% point lower or 1% point higher than current healthcare cost trend rates, follows:

	1% Decrease (6.00% Decreasing to 3.50%)	Trend Rate (7.00% Decreasing to 4.50%)	1% Increase (8.00% Decreasing to 5.50%)
2022			
Net OPEB (asset) liability	\$ <u>(10,489,821)</u>	\$ <u>(5,500,484)</u>	\$ <u>722,821</u>
	1% Decrease	Trend Rate	1% Increase
	(6.00% Decreasing to 3.50%)	(7.00% Decreasing to 4.50%)	(8.00% Decreasing to 5.50%)
2021			
Net OPEB (asset)	\$ <u>(13,817,347)</u>	\$ <u>(8,315,520)</u>	\$ <u>(1,476,596)</u>

Post-Employment Benefit Trust

The System established the Post-Employment Benefit Trust as an irrevocable trust for the sole purpose of accumulating assets to provide funding for certain of the System's post-employment benefits. The System was named Trustee of the Trust. The effective date of the establishment of the Trust was June 30, 2009.

Plan assets include amounts in the Post-Employment Benefit Trust relating to current year annual required contributions.

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

The significant accounting policies followed by the Trust are set forth below:

Basis of Accounting

The Trust follows the accrual basis of accounting as set forth by GASB.

Cash

Cash held by the trust in a financial institution at June 30, 2022 was fully covered by federal depository insurance. Bank balances were \$2,000 and \$3,710 at June 30, 2022 and 2021, respectively.

Investments

The fair value of investments in the Trust at June 30, 2022 and 2021 is as follows:

	<u>2022</u>	<u>2021</u>
Investments measured at NAV		
Fixed-income	\$14,135,655	\$14,154,662
Equity	<u>32,883,098</u>	<u>41,974,891</u>
	<u>\$47,018,753</u>	<u>\$56,129,553</u>

Revenue Recognition

Contributions are recognized as additions in the period when they become due, pursuant to formal commitments or statutory or contractual requirements; supplemental contributions are recognized when received. Investment and interest income and loss are recognized on the accrual basis when earned or incurred.

Net Position

Net position at June 30, 2022 and 2021 was for funding certain post-employment benefits.

Administrative Expenses

Substantially all administrative expenses of the Trust are paid by the Trust.

Interest Rate Risk

The Trust manages interest rate risk according to its investment policy by maintaining investments that are both liquid, as determined by a readily available market, and highly diversified, using institutional class mutual funds and exchange-traded funds.

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Continued)

Credit Risk

The Trust limits its exposure to credit risk in its investment policy by investing in highly diversified fixed-income funds. Collectively taken, the majority of the underlying holdings in these funds in which the Trust may invest are investment grade as rated by an NRSRO. The Trust further reduces potential credit risk by not investing directly in individual fixed-income securities. Management periodically reviews the exposure to securities that are unrated or below investment grade in its portfolio to ensure the Trust limits its credit risk.

A summary of fixed-income investments and their related interest rate and credit risks follows:

<u>Rating</u>	2022		2021	
	<u>Amount</u>	<u>Maturity</u>	<u>Amount</u>	<u>Maturity</u>
A	<u>\$14,135,655</u>	4.97 years	<u>\$14,154,662</u>	4.97 years

The ratings are, and maturities are the weighted averages, of the debt securities in which the funds invest.

Concentration of Credit Risk

The Trust has not defined a limit in its investment policies regarding the amount that can be placed in one issuer. However, the investment policy states that the portfolio should be well-diversified as to limit exposure to one issuer or security.

Custodial Credit Risk

All of the Trust's investments are held with a third-party custodian in the Trust's name.

Fair Value Measurement

Assets measured at fair value on a recurring basis are summarized below according to the level of input described in Note 3.

At June 30, 2022, all investments were measured at NAV, which is fair value estimated by management using values provided by the investment managers. Management does not anticipate that these funds will be liquidated, although relative positions are rebalanced periodically.

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10. Other Post-Employment Health Insurance Benefit Plan and Trust (Concluded)

Assets measured at NAV are as follows at June 30, 2022 and 2021:

	<u>2022</u>	<u>2021</u>
Fixed-income:		
CTF Core Bond Plus	\$ 7,070,153	\$ 7,099,546
CTF Intermediate Bond	7,065,502	7,055,116
Equity:		
CTF Enduring Assets	2,396,120	2,809,688
CTF Global Quality Growth	7,078,532	8,490,574
CTF Global Opportunities	9,318,500	12,253,895
CTF Global Quality Value	2,355,100	-
CTF Research Equity (a)	5,901,696	10,095,058
CTF Emerging Markets Research Equity	1,163,177	1,568,300
CTF Small Cap Opportunities	<u>4,669,973</u>	<u>6,757,376</u>
	<u>\$ 47,018,753</u>	<u>\$ 56,129,553</u>

See Note 3 for additional disclosures.

Rate of Return

All of the Trust's investments are held with a third-party custodian in the Trust's name. For the year ended June 30, 2022, the annual money-weighted rate of return on investments, net of investment expense, was -15.45%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

11. Commitments and Contingencies

The System is covered by a commercial insurance policy for workers' compensation. The State of Maine has the primary obligation for self-insured claims and reimburses the System for payments made. In 2022 and 2021, the System made payments of \$47,328 and \$43,208, respectively, which were reimbursed by the State of Maine. The contingent liability for estimated unpaid workers' compensation claims at June 30, 2022 and 2021 is \$1,082,000 and \$1,090,000, respectively.

The System owns property with a book value of approximately \$14.9 million in Brunswick, Maine for the use of the Southern Maine Community College. This property must be used solely and continuously for educational programs until November 2041 under the terms by which the property was donated.

From time-to-time, the System is named as a defendant in legal actions and other claims incident to the normal conduct of its operations. Management does not expect to suffer any material liability by reason of such actions, nor does it expect that such actions will have a material effect on the financial position of the System.

The System has entered into various construction and renovation contracts. The System has outstanding commitments under these contracts of approximately \$3.3 million at June 30, 2022.

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

Notes to Financial Statements

June 30, 2022 and 2021

11. Commitments and Contingencies (Concluded)

The System participates in various federally-funded programs. These programs are subject to financial and compliance audits and resolution of identified questioned costs. The amount, if any, of expenditures which may be disallowed by the granting agency cannot be determined at this time.

The System entered into a three-year contract on July 1, 2019 to receive net energy billing credits. This contract is to be completed no later than June 30, 2022, with two possible one-year extensions. The first one-year extension was executed for fiscal year 2023.

The System entered into an 11-year student information systems contract during fiscal year 2022 to receive financial aid consulting at York County Community College. This project will begin during fiscal year 2023 with an approximate cost of \$1.5 million, plus implementation and set-up fees.

12. Proceeds from State for Grants and Capital Asset Acquisition

In November 2017, a State of Maine general-purpose bond issue was authorized; the System's portion of the bond is \$15,000,000 and is to be used for facility repairs, improvements, information technology infrastructure upgrades and capital equipment. The System is not required by the State of Maine to assume the bond liability when activities are complete. Through June 30, 2022, the System has spent \$14,314,616 on these projects. Revenues recognized from the State in fiscal years 2022 and 2021 amounted to \$2,254,307 and \$4,979,734, respectively, and are included as other revenues in the statements of revenues, expenses, and changes in net position.

13. State Appropriations

During the years ended 2022 and 2021, the System's State appropriations revenue was unrestricted. These appropriations include general appropriations as well as special appropriations.

14. Uncertainty

On March 13, 2020, the U.S. government declared a national state of emergency as a result of the global pandemic of COVID-19. Efforts were taken by national, state, and local governments to manage the spread of COVID-19 which included the temporary shutdown of businesses in many sectors and imposing limitations on travel and the size and duration of group meetings. While these mandates have gradually become less restrictive during the fiscal year 2022, most industry sectors are still experiencing disruption to business operations and may experience further impacts related to volatility in operations, investment returns, and reduced philanthropic support. Significant uncertainty still surrounds the duration of the pandemic and operational adjustments that must be made to accommodate guidance from the Center for Disease Control and Prevention, the potential economic ramifications, and further government actions to mitigate them. Therefore, management is not in a position to reasonably estimate the full financial impact and duration.

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations

The significant accounting policies followed by the Maine Community College Educational Foundations, as set forth below, are governed by the Financial Accounting Standards Board (FASB). As such, certain revenue and expense recognition criteria and presentation requirements differ from GASB. No modifications have been made to the Foundation's financial information included here for these differences.

Basis of Accounting

The Foundations follow the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when incurred.

Newly Adopted Accounting Pronouncement

During 2022, the Foundations adopted FASB Accounting Standards Update (ASU) No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*. The amendments in this ASU require not-for-profit organizations to present contributions of nonfinancial assets separately from other contributions. Additionally, the ASU adds further disclosure requirements. There was no impact to the change in net assets as a result of this adoption.

Cash and Cash Equivalents

For the purpose of reporting cash flows, cash and cash equivalents include cash on hand and all liquid investments with an original maturity of three months or less, except for cash to be invested in funds of perpetual duration. The Foundations maintain cash accounts with various financial institutions. At times, amounts held exceed federally insured limits.

Restatement of Previously Issued Financial Statements

The financial statements for Kennebec Valley Community College Foundation for the year ended June 30, 2021 have been restated to correct errors for the understatement of contributions receivable for the endowment received during the year ended 2021. Accordingly, an adjustment of \$746,166 was made to increase contributions receivable at June 30, 2021 and contribution revenue for 2021. The adjustment had a corresponding affect on change in net assets for the year ended 2021 and to net assets with donor restriction as of June 30, 2021.

Subsequent Events

For the purposes of recognition and disclosure in these financial statements, management of the Foundations has evaluated subsequent events through October 14, 2022, which is the date these financial statements were available to be issued.

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Continued)

Pledges

Pledges receivable are recorded at their net present value and net of allowance for uncollectible amounts. Pledges receivable at June 30, 2022 and 2021 are substantially all due within five years. Pledges receivable are comprised of the following at June 30:

	<u>2022</u>	<u>Restated 2021</u>
Due within one year	\$ 3,163,403	\$ 717,370
Due after one year and within five years	<u>10,770,383</u>	<u>754,300</u>
	13,933,786	1,471,670
Less allowance for uncollectible pledges	(363,696)	(20,172)
Less discount to reflect present value	<u>(664,863)</u>	<u>(19,696)</u>
Net pledges receivable	<u>\$ 12,905,227</u>	<u>\$ 1,431,802</u>

Appreciation on Endowments

The Boards of Directors have interpreted State of Maine law as requiring the preservation of the fair value of the original gift of the donor-restricted endowment funds absent explicit donor stipulations to the contrary. The expendable portion of income on such assets is reported in the statement of activities as investment income with donor restrictions and reclassified to net assets without donor restrictions when the stipulated donor restriction is accomplished.

Investments

Investments held by the Foundations at June 30, 2022 and 2021, which are carried at fair value, consisted of the following:

	<u>2022</u>	<u>2021</u>
U.S. government securities	\$ 1,483,108	\$ 695,664
Corporate bonds	2,904,352	3,022,581
Common stock	5,644,129	6,528,588
Mutual funds	2,301,814	3,472,146
Investments measured at NAV		
Fixed-income	391,570	381,171
Equity	904,897	1,146,882
Money market funds and certificates of deposit	<u>1,431,817</u>	<u>2,063,933</u>
	<u>\$15,061,687</u>	<u>\$17,310,965</u>

The fair value of investments is primarily based on quoted prices in active markets; certificates of deposit are carried at cost which approximates fair value.

The Foundations each have their own investment policies that allow for a range of investment options.

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Continued)

Investments by class of net assets at June 30 are as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>
<u>2022</u>		
Donor-restricted	\$ -	\$ 14,414,012
Board designated	<u>647,675</u>	<u>-</u>
	<u>\$ 647,675</u>	<u>\$ 14,414,012</u>
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>
<u>2021</u>		
Donor-restricted	\$ -	\$ 16,598,121
Board designated	<u>712,844</u>	<u>-</u>
	<u>\$ 712,844</u>	<u>\$ 16,598,121</u>

Changes in endowment net assets and a summary of investment return for the years ended June 30 are as follows:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total Investments</u>
Endowment net assets, June 30, 2021	\$ 712,844	\$16,598,121	\$17,310,965
Investment loss, net	(108,874)	(1,783,989)	(1,892,863)
Deposits	24,689	1,505,203	1,529,892
Appropriated withdrawals	<u>19,016</u>	<u>(1,905,323)</u>	<u>(1,886,307)</u>
Endowment net assets, June 30, 2022	<u>\$ 647,675</u>	<u>\$14,414,012</u>	<u>\$15,061,687</u>
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total Investments</u>
Endowment net assets, June 30, 2020	\$ 585,310	\$15,194,475	\$15,779,785
Investment income, net	142,987	3,072,539	3,215,526
Deposits	19,600	2,189,992	2,209,592
Appropriated withdrawals	(35,053)	(3,858,995)	(3,894,048)
Change in donor intent	<u>-</u>	<u>110</u>	<u>110</u>
Endowment net assets, June 30, 2021	<u>\$ 712,844</u>	<u>\$16,598,121</u>	<u>\$17,310,965</u>

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Continued)

Fair Value Measurement

FASB Accounting Standards Codification (ASC) Topic 820, *Fair Value Measurement*, defines fair value, establishes a framework for measuring fair value in accordance with U.S. generally accepted accounting principles, and expands disclosures about fair value measurements.

FASB ASC Subtopic 820-10-20 defines fair value as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants on the measurement date. FASB ASC Subtopic 820-10-20 also establishes a fair value hierarchy which requires an entity to maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value:

Level 1: Quoted prices (unadjusted) for identical assets or liabilities in active markets that the entity has the ability to access as of the measurement date.

Level 2: Significant other observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities, quoted prices in markets that are not active, and other inputs that are observable or can be corroborated by observable market data.

Level 3: Significant unobservable inputs that reflect an entity's own assumptions about the assumptions that market participants would use in pricing an asset or liability.

As of December 31, 2022 and 2021, assets measured at fair value on a recurring basis consist of investments, which have been valued using Level 1 inputs.

Assets measured at fair value on a recurring basis are summarized below.

	<u>Total</u>	<u>Fair Value Measurements at June 30, 2022</u>		
		<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Beneficial interest in assets held by others	\$ <u>1,175,195</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>1,175,195</u>
Money market funds and certificates of deposit	\$ 1,431,817	\$ 1,431,817	\$ -	\$ -
Common stock	5,644,129	5,644,129	-	-
Fixed income				
Corporate bonds	2,904,352	2,096,802	807,550	-
U.S. government securities	1,483,108	857,065	626,043	-
Mutual funds	2,301,814	2,301,814	-	-
	<u>13,765,220</u>	<u>\$ 12,331,627</u>	<u>\$ 1,433,593</u>	<u>\$ -</u>
Assets measured at NAV	<u>1,296,467</u>			
Total investments measured at fair value on a recurring basis	<u>\$ 15,061,687</u>			

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Continued)

	<u>Total</u>	<u>Fair Value Measurements at June 30, 2021</u>		
		<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Beneficial interest in assets held by others	\$ <u>1,301,234</u>	\$ <u>-</u>	\$ <u>-</u>	\$ <u>1,301,234</u>
Money market funds and certificates of deposit	\$ 1,676,295	\$ 1,676,295	\$ -	\$ -
Common stock	6,528,588	6,528,588	-	-
Fixed income				
Corporate bonds	3,022,581	2,263,050	759,531	-
U.S. government securities	1,083,302	-	1,083,302	-
Mutual funds	<u>3,472,146</u>	<u>3,472,146</u>	<u>-</u>	<u>-</u>
	<u>15,782,912</u>	<u>\$ 13,940,079</u>	<u>\$ 1,842,833</u>	<u>\$ -</u>
Assets measured at NAV	<u>1,528,053</u>			
Total investments measured at fair value on a recurring basis	<u>\$ 17,310,965</u>			

Assets measured at fair value on a recurring basis consist of investments which are valued using Level 1 inputs as described in Note 3, with the exception of corporate bonds which are valued using Level 2 inputs and the market approach, investments measured at NAV and beneficial interest in assets held by others. Investments measured at NAV represent the Foundation for Maine's Community College Educational Foundations' allocable portion of the System's portfolio (generally 5.5%). Beneficial interest in assets held by others is valued based on the fair value of underlying assets reported by the trustee. See Note 3 for additional disclosures.

Investments in general are exposed to various risks, such as interest rates, credit, and overall market volatility. As such, it is reasonably possible that changes could materially affect the amounts reported in the balance sheets.

Net Assets

The net assets of the Foundations are reported as follows:

Net Assets without Donor Restrictions - Net assets that are not subject to donor imposed restrictions and may be expended for any purpose in performing the primary objectives of the Foundations. These net assets may be used at the discretion of the Foundations' management and the Boards of Directors.

Net Assets with Donor Restrictions - Net assets subject to stipulations imposed by donors and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by the actions of the Foundations or by the passage of time, at which time they are reclassified to net assets without donor restrictions. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Continued)

Gifts and Contributions

Gifts and contributions are recorded when an unconditional promise to give is received, or when assets are received in a contribution, whichever comes first. Contributed assets are recorded at fair value.

Related Party Transactions

Support consists of amounts paid to the System in support of the System's various programs. At June 30, 2022 and 2021, substantially all accounts payable and accruals are payable to the System for such support. The System also provides funding and in-kind support to the Foundations. This support totaled approximately \$325,000 in 2022 and 2021, which is included in gifts and contributions revenue on the statement of activities.

Net Assets with Donor Restrictions

Net assets with donor restrictions consist of the following as of June 30:

	<u>2022</u>	Restated <u>2021</u>
Subject to expenditure for specific purpose:		
Scholarships	\$ 20,554,503	\$ 7,966,610
Programs	1,798,885	3,252,198
Appreciation on funds of perpetual duration without purpose restrictions	624,970	2,126,153
Contributions receivable for endowment	495,907	746,166
Funds of perpetual duration	<u>11,169,511</u>	<u>10,406,081</u>
	<u>\$ 34,643,776</u>	<u>\$ 24,497,208</u>

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

Notes to Financial Statements

June 30, 2022 and 2021

15. Maine Community College Educational Foundations (Concluded)

Liquidity and Availability of Financial Assets

The Foundations regularly monitor the availability of resources required to meet operating needs, while also striving to maximize the investment of its available funds. The Foundations have various sources of liquidity at their disposal, including cash and cash equivalents, investments and pledges receivable.

The following financial assets could readily be made available within one year of the balance sheet date to meet general expenditures, which includes grants to the System:

	<u>2022</u>	<u>Restated 2021</u>
Cash and cash equivalents	\$ 9,497,290	\$ 7,921,009
Investments	15,061,687	17,310,965
Pledges receivable	12,905,227	1,431,802
Beneficial interest in assets held by others	<u>1,175,195</u>	<u>1,301,234</u>
	38,639,399	27,965,010
Less net assets with donor restrictions	<u>(34,643,776)</u>	<u>(24,497,208)</u>
Financial assets available to meet cash needs for general expenditures in one year	<u>\$ 3,995,623</u>	<u>\$ 3,467,802</u>

Contributed Nonfinancial Assets

For the years ended June 30, 2022 and 2021, contributed nonfinancial assets recognized within the statements of activities included:

	<u>2022</u>	<u>2021</u>
Salaries and benefits	\$ 104,654	\$ 89,315
Rent	33,810	33,810
Software support	<u>13,097</u>	<u>16,038</u>
	<u>\$ 151,561</u>	<u>\$ 139,163</u>

The Foundations recognized contributed nonfinancial assets within revenue and are substantially utilized within the same fiscal year the contribution occurred. Unless otherwise noted, contributed nonfinancial assets did not have donor-imposed restrictions.

Contributed services from salaries and benefits consist primarily of services provided from MCCA and are valued based on an estimate of fair value of current rates for similar services. The Foundation for Maine's Community Colleges utilizes space in South Portland, which is rent free, and is valued based on similar property in South Portland. Finally, software support is support paid for by MCCA, which is valued based on the estimated cost of the software.

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

Required Supplementary Information

**Schedule of the System's Proportionate
Share of the Net Pension Liability**

State Employee and Teacher Plan - State Employee Portion

Last 10 Fiscal Years*

**Measurement Date as of June 30
(UNAUDITED)**

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
The System's proportion of the net pension liability	4.09 %	4.30 %	4.61 %	4.70 %	4.61 %	4.97 %	6.64 %
The System's proportionate share of the net pension liability	\$ 26,390,375	\$ 51,040,842	\$ 48,215,367	\$ 49,279,510	\$ 52,462,480	\$ 66,740,128	\$ 68,006,887
The System's covered employee payroll	\$ 32,075,165	\$ 31,982,861	\$ 31,133,842	\$ 30,421,527	\$ 29,200,966	\$ 30,244,628	\$ 32,008,027
The System's proportionate share of the net pension liability as a percentage of its covered employee payroll	82.3 %	160.2 %	154.9 %	162.0 %	179.7 %	220.7 %	212.5 %
Plan fiduciary net position as a percentage of the total pension liability	88.6 %	77.0 %	79.4 %	78.7 %	76.1 %	76.2 %	81.2 %

* The amounts presented for each fiscal year were determined as of the beginning of the fiscal year. Schedule is intended to show ten years. Data has been provided for fiscal years in which the data is available.

See accompanying independent auditor's report.

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

Required Supplementary Information

Schedule of the System's Pension Contributions

State Employee and Teachers Plan

Last 10 Fiscal Years

**Year Ended June 30
(UNAUDITED)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>
Contractually-required contribution	\$ 7,386,034	\$ 7,035,912	\$ 7,029,833	\$ 7,414,754	\$ 7,347,216	\$ 6,862,506	\$ 7,367,698	\$ 8,328,072	\$ 7,805,573	\$ 5,859,182
Contributions in relation to the contractually-required contribution	<u>(7,386,034)</u>	<u>(7,035,912)</u>	<u>(7,029,833)</u>	<u>(7,414,754)</u>	<u>(7,347,216)</u>	<u>(6,862,506)</u>	<u>(7,367,698)</u>	<u>(8,328,072)</u>	<u>(7,805,573)</u>	<u>(5,859,182)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>								
The System's covered employee payroll	\$33,405,855	\$32,075,165	\$ 31,982,861	\$31,133,842	\$30,421,527	\$29,200,966	\$30,244,628	\$32,008,027	\$30,256,649	\$30,004,534
Contributions as a percentage of covered employee payroll	22.11 %	21.94 %	21.98 %	23.82 %	24.15 %	23.50 %	24.36 %	26.02 %	25.80 %	19.53 %

See accompanying independent auditor's report.

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

Required Supplementary Information

**Schedule of the System's Proportionate
Share of the Net OPEB Liability**

Retired State Employees and Teachers Plan

Last 10 Fiscal Years*

**Measurement Date as of June 30
(UNAUDITED)**

	<u>2021</u>	<u>2020</u>	<u>2018</u>	<u>2018</u>
Plan total OPEB liability	\$ 115,123,392	\$ 106,398,135	\$ 102,240,873	\$ 98,707,399
Less: Plan net fiduciary position	<u>(51,849,291)</u>	<u>(38,587,121)</u>	<u>(36,961,097)</u>	<u>(34,638,335)</u>
Plan net OPEB liability	<u>\$ 63,274,101</u>	<u>\$ 67,811,014</u>	<u>\$ 65,279,776</u>	<u>\$ 64,069,064</u>
The System's proportionate share of the net OPEB liability	\$ 2,591,142	\$ 2,992,572	\$ 2,998,031	\$ 2,849,172
The System's proportion of the net OPEB liability	4.10 %	4.41 %	4.59 %	4.45 %
The System's covered employee payroll	\$ 28,824,906	\$ 30,231,881	\$ 28,188,961	\$ 26,565,023
The System's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	9.0 %	9.9 %	10.6 %	10.7 %
Plan fiduciary net position as a percentage of the total OPEB liability	45.0 %	36.3 %	36.2 %	35.1 %

* The amounts presented for each fiscal year were determined as of the beginning of the fiscal year. Schedule is intended to show ten years. Data has been provided for fiscal years in which the data is available.

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

Schedule of Changes in the Net OPEB Liability and Related Ratios
Post-Employment Health Insurance Plan

Last 10 Fiscal Years*

June 30, 2022
(UNAUDITED)

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Total OPEB liability						
Service cost	\$ 1,421,779	\$ 1,233,815	\$ 1,221,424	\$ 1,624,172	\$ 1,607,490	\$ 1,431,234
Interest	2,956,037	3,082,496	2,993,988	3,498,015	3,484,152	3,315,490
Differences between expected and actual experience	(8,669,051)	(4,348,283)	(1,157,551)	(5,346,242)	(3,243,432)	(3,617,568)
Changes of assumptions	(423,017)	5,986,128	-	(4,852,463)	-	5,915,472
Benefit payments	<u>(1,583,221)</u>	<u>(1,845,275)</u>	<u>(1,767,775)</u>	<u>(1,675,995)</u>	<u>(1,658,023)</u>	<u>(1,647,873)</u>
Net change in total OPEB liability	(6,297,473)	4,108,881	1,290,086	(6,752,513)	190,187	5,396,755
Total OPEB liability, beginning of year	<u>47,817,743</u>	<u>43,708,862</u>	<u>42,418,776</u>	<u>49,171,289</u>	<u>48,981,102</u>	<u>43,584,347</u>
Total OPEB liability, end of year	<u>\$ 41,520,270</u>	<u>\$ 47,817,743</u>	<u>\$ 43,708,862</u>	<u>\$ 42,418,776</u>	<u>\$ 49,171,289</u>	<u>\$ 48,981,102</u>
Plan fiduciary net position						
Contributions - System	\$ 1,541,526	\$ 1,493,107	\$ 1,525,122	\$ 2,142,140	\$ 2,096,898	\$ 2,090,345
Net investment income	(9,015,815)	12,201,762	2,458,551	1,873,651	2,836,346	4,769,443
Benefit payments	(1,583,221)	(1,845,275)	(1,767,775)	(1,675,995)	(1,658,023)	(1,647,873)
Administrative expense	<u>(55,000)</u>	<u>(55,015)</u>	<u>(55,040)</u>	<u>(55,000)</u>	<u>(55,000)</u>	<u>(55,150)</u>
Net change in plan fiduciary net position	(9,112,510)	11,794,579	2,160,858	2,284,796	3,220,221	5,156,765
Plan fiduciary net position, beginning of year	<u>\$ 56,133,263</u>	<u>\$ 44,338,684</u>	<u>\$ 42,177,826</u>	<u>\$ 39,893,030</u>	<u>\$ 36,672,809</u>	<u>\$ 31,516,044</u>
Plan fiduciary net position, end of year	<u>47,020,753</u>	<u>56,133,263</u>	<u>44,338,684</u>	<u>42,177,826</u>	<u>39,893,030</u>	<u>36,672,809</u>
Net OPEB (asset) liability - end of year	<u>\$ (5,500,483)</u>	<u>\$ (8,315,520)</u>	<u>\$ (629,822)</u>	<u>\$ 240,950</u>	<u>\$ 9,278,259</u>	<u>\$ 12,308,293</u>
Plan fiduciary net position as a percentage of the total OPEB liability	113.2 %	117.4 %	101.4 %	99.4 %	81.1 %	74.9 %
Covered employee payroll	\$ 49,593,349	\$ 48,762,264	\$ 47,919,193	\$ 46,733,530	\$ 47,627,297	\$ 46,240,094
Net OPEB (asset) liability as a percentage of covered employee payroll	(11.1)%	(17.1)%	(1.3)%	0.5 %	19.5 %	26.6 %

* Schedule is intended to show ten years. Data has been provided for fiscal years in which the data is available.

See accompanying independent auditor's report.

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

Required Supplementary Information

Schedule of Contributions
Post-Employment Health Insurance Plan

June 30, 2022
(UNAUDITED)

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Actuarially determined contribution	\$ 1,016,104	\$ 1,280,107	\$ 1,413,409	\$ 2,303,706	\$ 2,456,206	\$ 2,289,969	\$ 1,814,116
Contributions in relation to the actuarially determined contribution	<u>1,541,526</u>	<u>1,493,107</u>	<u>1,525,122</u>	<u>2,142,140</u>	<u>2,096,898</u>	<u>2,090,345</u>	<u>2,187,091</u>
Contribution (excess) deficiency	<u>\$ (525,422)</u>	<u>\$ (213,000)</u>	<u>\$ (111,713)</u>	<u>\$ 161,566</u>	<u>\$ 359,308</u>	<u>\$ 199,624</u>	<u>\$ (372,975)</u>
Covered employee payroll	\$ 49,593,349	\$ 48,762,264	\$ 47,919,193	\$ 46,733,530	\$ 47,627,297	\$ 46,240,094	\$ 46,887,000
Contributions as a percentage of covered employee payroll	3.1 %	3.1 %	3.2 %	4.6 %	4.4 %	4.5 %	4.7 %

See accompanying independent auditor's report.

MAINE COMMUNITY COLLEGE SYSTEM

Required Supplementary Information

**Schedule of Investment Returns
Post-Employment Health Insurance Plan**

Last 10 Fiscal Years*

**June 30, 2022
(UNAUDITED)**

	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Annual money-weighted rate of return, net of investment expense	(15.45)%	29.78 %	5.45 %	4.70 %	7.73 %	15.15 %

* Schedule is intended to show ten years. Data has been provided for fiscal years in which the data is available.

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

Notes to Required Supplementary Information

**June 30, 2022
(UNAUDITED)**

Factors that significantly affect the identification of trends in the amounts reported in the schedules are:

Schedule of System's Proportionate Share of the Net Pension Liability and Schedule of the System's Pension Contributions

The discount rate decreased to 6.50% in 2021, down from 6.75% in 2020 through 2018, 7.5% in 2017 and 7.125% in both 2016 and 2015.

Schedules of Funding Progress and Employer's Contributions - Post-Employment Health Insurance Plan

The Plan was established in 2009.

In 2021, the per capita costs were calculated using current enrollment and aging factors and the mortality table was changed from SOA RPH-2018 Total Dataset Mortality Table fully generational using Scale MP-2018 to SOA RPH-2018 Total Dataset Mortality Table fully generational using Scale MP-2020. This change caused a decrease in liabilities. Actuarially determined contributions were determined using a discount rate of 6.10%, a payroll growth factor of 3.00% and entry age normal as the actuarial cost method.

In 2019, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RPH-2015 Total Dataset Mortality Table Fully Generational using Scale MP-2015 to RPH-2018 Total Dataset Mortality Table Fully Generational using Scale MP-2018. Actuarially determined contributions were determined using a discount rate of 7.00%, a payroll growth factor of 3.00% and entry age normal as the actuarial cost method.

In 2017, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014 to RPH-2015 Total Dataset Mortality Table Fully Generational using Scale MP-2015. Actuarially determined contributions were determined using a discount rate of 7.00% as of July 1, 2021 and 6.10% as of June 30, 2020, a payroll growth factor of 3.00% and entry age normal as the actuarial cost method.

In 2015, the per capita costs were increased using current enrollment and aging factors and the mortality table was changed from RP-2000 Combined Mortality Table Fully Generational using Scale AA to RPH-2014 Total Dataset Mortality Table Fully Generational using Scale MP-2014. There were no changes in 2016.

See accompanying independent auditor's report.

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

Schedule of Activities

Year Ended June 30, 2022

(Dollars in Thousands)

<u>Functions/Programs</u>	Program Revenues					Net Revenue (Expense) and Changes in Net Assets			
	<u>Expenses</u>	<u>Charges for Services</u>	<u>Investment Loss</u>	<u>Operating Grants and Contributions</u>	<u>Capital Grants and Contributions</u>	<u>Governmental Activities</u>	<u>Business-Type Activities</u>	<u>Total</u>	<u>Component Units</u>
Primary government									
Business-type activities									
Education	\$ 152,045	\$ 8,754	\$ -	\$ 47,362	\$ 2,265	\$ -	\$ (93,664)	\$ (93,664)	\$ -
Total primary government	<u>\$ 152,045</u>	<u>\$ 8,754</u>	<u>\$ -</u>	<u>\$ 47,362</u>	<u>\$ 2,265</u>	<u>\$ -</u>	<u>\$ (93,664)</u>	<u>\$ (93,664)</u>	<u>\$ -</u>
Component units	<u>\$ 6,458</u>	<u>\$ -</u>	<u>\$ (1,995)</u>	<u>\$ 18,730</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 10,277</u>
			General revenues						
			Unrestricted interest and investment losses			-	(7,874)	(7,874)	-
			Non-program specific grants, contributions, and appropriations			-	106,832	106,832	-
			Miscellaneous income			-	<u>1,502</u>	<u>1,502</u>	-
			Total general revenues and extraordinary items			<u>-</u>	<u>100,460</u>	<u>100,460</u>	<u>-</u>
			Change in net position			-	6,796	6,796	10,277
			Net position, beginning of year			<u>-</u>	<u>216,320</u>	<u>216,320</u>	<u>27,114</u>
			Net position, end of year			<u>\$ -</u>	<u>\$ 223,116</u>	<u>\$ 223,116</u>	<u>\$ 37,391</u>

See accompanying independent auditor's report.



MEMORANDUM

**To: Members of Management
Maine Community College System**

From: BerryDunn

Date: October 14, 2022

Re: Other matters related to our audit

EMERGING ISSUES

Conduit Debt Obligations

The GASB issued GASB Statement No. 91, *Conduit Debt Obligations*. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures. This statement is effective for the System for the 2023 fiscal year.

Public-Private and Public-Public Partnerships and Availability Payment Arrangements

The GASB issued GASB Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*. The primary objective of this Statement is to improve financial reporting by addressing issues related to public-private and public-public partnership arrangements (PPPs). As used in this Statement, a PPP is an arrangement in which a government (the transferor) contracts with an operator (a governmental or nongovernmental entity) to provide public services by conveying control of the right to operate or use a nonfinancial asset, such as infrastructure or other capital asset (the underlying PPP asset), for a period of time in an exchange or exchange-like transaction. Some PPPs meet the definition of a service concession arrangement (SCA), which the Board defines in this Statement as a PPP in which (1) the operator collects and is compensated by fees from third parties; (2) the transferor determines or has the ability to modify or approve which services the operator is required to provide, to whom the operator is required to provide the services, and the prices or rates that can be charged for the services; and (3) the transferor is entitled to significant residual interest in the service utility of the underlying PPP asset at the end of the arrangement. This Statement also provides guidance for accounting and financial reporting for availability payment arrangements (APAs). As defined in this Statement, an APA is an arrangement in which a government compensates an operator for services that may include designing, constructing, financing, maintaining, or operating an underlying nonfinancial asset for a period of time in an exchange or exchange-like transaction. This statement is effective for the System for the 2023 fiscal year.

Subscription-Based Information Technology Arrangements

The GASB issued GASB Statement No. 96, *Subscription-Based Information Technology Arrangements*. This Statement provides guidance on the accounting and financial reporting for subscription-based information technology arrangements (SBITAs) for government end users (governments). This Statement (1) defines a SBITA; (2) establishes that a SBITA results in a right-to-use subscription asset—an intangible asset—and a corresponding subscription liability; (3) provides the capitalization criteria for outlays other than subscription payments, including implementation costs of a SBITA; and (4) requires note disclosures regarding a SBITA. To the extent relevant, the standards for SBITAs are based on the standards established in Statement No. 87, *Leases*, as amended. This statement is effective for the System for the 2023 fiscal year.

Compensated Absences

In June 2022, GASB issued Statement No. 101, *Compensated Absences*. This purpose of this Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. This statement requires liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. Compensated absences including parental leave, military leave, and jury duty leave are not to be recognized until the leave commences. For financial statements prepared using the current financial resources measurement focus, this Statement requires that expenditure be recognized for the amount that normally would be liquidated with expendable available financial resources. This statement will be effective for the system for the 2025 fiscal year.

* * * * *

This memo is intended solely for the information and use of the Maine Community College System and is not intended to be, and should not be, used by anyone other than this specified party.



New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100 • Burlington, MA 01803
phone: (781)-425-7785 • fax: (781) 425-1001
<http://neche.org>

INTERIM REPORT FORMS

Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

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

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$0) indicate where figures will be calculated automatically based on data entered in other cells.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
		Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	<input style="width: 15px;" type="text" value="6/30/2021"/>		
Most Recent Year	2021	Yes	Yes
1 Year Prior	2020	Yes	Yes
2 Years Prior	2019	Yes	Yes

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year	2022
Next Year	2023

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.nmcc.edu/about-nmcc/campus/campus-overview/	

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location

Other institution-wide plans*

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

Year completed	Effective Dates	Website location
2005		
1999		

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

EVALUATION

Academic program review

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

Website location
http://mymccs.me.edu/ICS/icsfs/Policy_306.pdf?target=61dcfe9-b959-4abe-bc07-bbf0ed95aebe
5 Years

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

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

Name of the sponsoring entity
Website location of documentation of relationship

Maine Community College System
https://www.mccs.me.edu

Governing Board

By-laws

Board members' names and affiliations

Website location
https://mymccs.me.edu/ICS/icsfs/Policy_105.pdf?target=dc65f59f-c8e9-4313-9dd2-d70078114278
https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership-2/

Please enter any explanatory notes in the box below

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

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> </div> Main campus	Presque Isle, ME, USA	1961	1,333	1,337	1,197
Other principal campuses	-	-	-	-	-
Branch campuses (US)	-	-	-	-	-
Other instructional locations (US)	Houlton, ME, USA	8/1/2006	196	40	34
	Patten, ME, USA	2021	-	-	19
Branch campuses (overseas)	-	-	-	-	-
Other instructional locations (overseas)	-	-	-	-	-

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY2020)	1 year prior (FY 2021)	Current year (FY 2022)
Distance Learning Programs	-	-	-	-	-
Programs 50-99% on-line	-	-	-	-	-
Programs 100% on-line	1	9/5/22	N/A	N/A	16
<div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: red; color: white; text-align: center; line-height: 15px; margin-right: 5px;">v</div> </div> Correspondence Education	-	-	-	-	-
Low-Residency Programs	-	-	-	-	-
Competency-based Programs	-	-	-	-	-
Dual Enrollment Programs	13	-	328	279	249
Contractual Arrangements involving the award of credit	-	-	-	-	-

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

Please enter any explanatory notes in the box below

Houlton site includes a small cohort of Nursing students taking on-campus courses through distance learning technology. Patten was a small Emergency Medical Services cohort.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	218	0	0	0	0	0	0	218
Main Campus PT	78	0	0	0	0	0	0	78
Other Principal Campus FT	0	0	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0	0	0
Other Locations FT	5	0	0	0	0	0	0	5
Other Locations PT	5	0	0	0	0	0	0	5
Overseas Locations FT	0	0	0	0	0	0	0	0
Overseas Locations PT	0	0	0	0	0	0	0	0
Distance education FT	49	0	0	0	0	0	0	49
Distance education PT	89	0	0	0	0	0	0	89
Correspondence FT	0	0	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0	0	0
Unduplicated Headcount Total	444	0	0	0	0	0	0	444
Total FTE	342.73	0.00	0.00	0.00	0.00	0.00	0.00	342.73
Enter FTE definition: Hours/15	0	0	0	0	0	0	0	0
Degrees Awarded, Most Recent Year	85	0	0	0	0	0	0	85

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

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

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

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	33	0	0	33	218	251
Main Campus PT	15	170	0	185	78	263
Other Principal Campus FT	0	0	0	0	0	0
Other Principal Campus PT	0	0	0	0	0	0
Branch campuses FT	0	0	0	0	0	0
Branch campuses PT	0	0	0	0	0	0
Other Locations FT	0	0	0	0	5	5
Other Locations PT	0	3	0	3	5	8
Overseas Locations FT	0	0	0	0	0	0
Overseas Locations FT	0	0	0	0	0	0
Distance education FT	4	0	0	4	49	53
Distance education PT	14	86	0	100	89	189
Correspondence FT	0	0	0	0	0	0
Correspondence PT	0	0	0	0	0	0
Low-Residency FT	0	0	0	0	0	0
Low-Residency PT	0	0	0	0	0	0
Unduplicated Headcount Total	66	259	0	325	444	769
Total FTE	50.40	67.27	0.00	118	342.73	460.40
Enter FTE definition:	Hours/15	Hours/15				
Certificates Awarded, Most Recent Year	19					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

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

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
For Fall Term, as of Census Date					
Certificate	71	86	63	66	
Associate	477	433	366	444	
Baccalaureate	0	0	0	0	
Total Undergraduate	548	519	429	510	0

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

	3 Years Prior (Fall 2)	2 Years Prior (Fall 2)	1 Year Prior (Fall 2)	Current Year (Fall 2)	Next Year Forward (goal) (Fall 2)
For Fall Term, as of Census Date					
Master's	0	0	0	0	0
Doctorate	0	0	0	0	0
First Professional	0	0	0	0	0
Other	0	0	0	0	0
Total Graduate	0	0	0	0	0

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 Years Prior (Fall 2019)	2 Years Prior (Fall 2020)	1 Year Prior (Fall 2021)	Current Year (Fall 2022)	Next Year Forward (goal) (Fall 2023)
Undergraduate	7642	7166	5669	6906	
Graduate					
Total	7,642	7,166	5,669	6,906	0

**Standard 4: The Academic Program
(Information Literacy sessions)**

Main campus					
Sessions embedded in a class					
Free-standing sessions					
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

Standard 5: Students
(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
Freshmen - Undergraduate					
Completed Applications	506	494	451	432	500
Applications Accepted	358	323	301	304	
Applicants Enrolled	249	216	202	204	
% Accepted of Applied	70.8%	65.4%	66.7%	70.4%	0.0%
% Enrolled of Accepted	69.6%	66.9%	67.1%	67.1%	-
Percent Change Year over Year					
Completed Applications	na	-2.4%	-8.7%	-4.2%	15.7%
Applications Accepted	na	-9.8%	-6.8%	1.0%	-100.0%
Applicants Enrolled	na	-13.3%	-6.5%	1.0%	-100.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	99	135	85	104	100
Applications Accepted	70	83	46	63	
Applications Enrolled	53	75	36	43	
% Accepted of Applied	70.7%	61.5%	54.1%	60.6%	0.0%
% Enrolled of Accepted	75.7%	90.4%	78.3%	68.3%	-
Master's Degree					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	0.0%	0.0%	0.0%	0.0%	0.0%
% Enrolled of Accepted	-	-	-	-	-
First Professional Degree					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	0.0%	0.0%	0.0%	0.0%	0.0%
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree					
Completed Applications	-	-	-	-	-
Applications Accepted	-	-	-	-	-
Applications Enrolled	-	-	-	-	-
% Accepted of Applied	0.0%	0.0%	0.0%	0.0%	0.0%
% Enrolled of Accepted	-	-	-	-	-

Please enter any explanatory notes in the box below

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

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

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)	Goal (specify year) (FY 2023)
UNDERGRADUATE						
First Year	Full-Time Headcount	248	236	203	156	
	Part-Time Headcount	300	356	328	237	
	Total Headcount	548	592	531	393	0
	Total FTE	344	339	305	239	
Second Year	Full-Time Headcount	156	148	144	105	
	Part-Time Headcount	107	89	100	98	
	Total Headcount	263	237	244	203	0
	Total FTE	205	177	182	146	
Third Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Fourth Year	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Unclassified	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students	Full-Time Headcount	404	384	347	261	0
	Part-Time Headcount	407	445	428	335	0
	Total Headcount	811	829	775	596	0
	Total FTE	549	516	487	385	0
	% Change FTE Undergraduate	na	-6.0%	-5.6%	-20.9%	-100.0%
GRADUATE						
	Full-Time Headcount					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
	% Change FTE Graduate	na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		811	829	775	596	0
Grand Total FTE		549	516	487	385	0
	% Change Grand Total FTE	na	-6.0%	-5.6%	-20.9%	-100.0%

Please enter any explanatory notes in the box below

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

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

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

--

	(FY 2020)	(FY 2021)	(FY 2022)
? Three-year Cohort Default Rate	17.6	9.7	2.5
? Three-year Loan repayment rate (from College Scorecard)	44	28	

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

? Student Financial Aid

Total Federal Aid	\$3,466,968	\$3,497,768	\$2,040,388	\$1,840,837	\$2,100,000
Grants	\$1,973,955	\$2,100,484	\$1,498,213	\$1,309,696	\$1,500,000
Loans	\$1,382,525	\$1,283,966	\$492,314	\$468,342	\$400,000
Work Study	\$110,488	\$113,318	\$49,861	\$62,799	\$100,000
Total State Aid	\$299,625	\$377,625	\$499,375	\$448,750	\$500,000
Total Institutional Aid	\$475,827	\$584,495	\$570,133	\$733,269	\$750,000
Grants	\$475,827	\$584,495	\$570,133	\$733,269	\$750,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$293,568	\$246,682	\$166,651	\$93,259	\$100,000
Grants	\$256,268	\$236,682	\$166,651	\$93,259	\$100,000
Loans	\$37,300	\$10,000	\$0	\$0	\$0

Student Debt

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

Undergraduates	44%	40%	25%	24%	20%
Graduates					
First professional students					

For students with debt:

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

Undergraduates	\$13,443	\$13,334	\$12,352	\$6,158	\$5,000
Graduates					
First professional students					

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

Undergraduates	\$5,375	\$5,755	\$4,040	\$6,356	\$5,000
Graduate Students					
First professional students					

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

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Other					

Please enter any explanatory notes in the box below

--

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

3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Current Year (FY 2022)
-------------------------------	-------------------------------	------------------------------	---------------------------

? Number of Faculty by category

Full-time	37	37	35	43
Part-time	0	0	0	0
Adjunct	22	24	22	20
Clinical				
Research	0	0	0	0
Visiting	0	0	0	0
Other; specify below:				
Total	59	61	57	63

Percentage of Courses taught by full-time faculty

--	--	--	--	--

? Number of Faculty by rank, if applicable

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

? Number of Academic Staff by category

Librarians	1	1	1	1
Advisors	4	4	4	4
Instructional Designers				
Other; specify below:				
Total	5	5	5	5

Please enter any explanatory notes in the box below

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

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 2019)		(FY 2020)		(FY 2021)		(FY 2022)	
FT	PT	FT	PT	FT	PT	FT	PT

1. Number of Faculty Appointed

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

4		3		4		7	
4	0	3	0	4	0	7	0

2. Number of Faculty in Tenured Positions

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

0	0	0	0	0	0	0	0

3. Number of Faculty Departing

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

4		0		0		1	
4	0	0	0	0	0	1	0

4. Number of Faculty Retiring

- Professor
- Associate
- Assistant
- Instructor
- No rank
- Other
- Total

1		2		2		0	
1	0	2	0	2	0	0	0

Please enter any explanatory notes in the box below

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

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2019)			(FY 2020)			(FY 2021)			(FY 2022)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	37	22	59	37	24	61	38	17	55	43	20	63
Research Staff	0	0	0	0	0	0	0	0	0	0	0	0
Public Service Staff	0	0	0	0	0	0	0	0	0	0	0	0
Librarians	0	0	0	0	0	0	0	1	1	1	0	1
Library Technicians	0	0	0	0	0	0	0	0	0	0	0	0
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	7	1	8	6	0	6	8	1	9	10	0	10
Management Occupations	9	1	10	10	1	11	10	0	10	10	0	10
Business and Financial Operations	6	0	6	7	0	7	7	0	7	6	0	6
Computer, Engineering and Science	4	0	4	4	0	4	4	0	4	4	0	4
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	3	1	4	3	1	4	3	1	4	3	0	3
Healthcare Practitioners and Technical	0	0	0	0	0	0	0	0	0	0	0	0
Service Occupations	7	0	7	6	0	6	7	0	7	6	0	6
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	7	1	8	6	2	8	5	2	7	7	1	8
Natural Resources, Construction, Maintenance	4	0	4	4	0	4	4	0	4	3	0	3
Production, Transportation, Material Moving	0	0	0	0	0	0	0	0	0	0	0	0
Total	84	26	110	83	28	111	86	22	108	93	21	114

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6 /30)	2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year	Percent Change	
				2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
☺ Cash and Short Term Investments	\$3,428,981	\$3,524,549	\$5,350,727	2.8%	51.8%
☺ Cash held by State Treasurer				-	-
☺ Deposits held by State Treasurer				-	-
☺ Accounts Receivable, Net	\$1,594,766	\$1,436,157	\$613,689	-9.9%	-57.3%
☺ Contributions Receivable, Net				-	-
☺ Inventory and Prepaid Expenses				-	-
☺ Long-Term Investments	\$392,153	\$485,147	\$400,793	23.7%	-17.4%
☺ Loans to Students				-	-
☺ Funds held under bond agreement				-	-
☺ Property, plants, and equipment, net	\$22,463,475	\$23,860,214	\$23,766,033	6.2%	-0.4%
☺ Other Assets	\$76,012	\$174,088	\$58,151	129.0%	-66.6%
Total Assets	\$27,955,387	\$29,480,155	\$30,189,393	5.5%	2.4%
LIABILITIES (in 000s)					
☺ Accounts payable and accrued liabilities	\$2,444,758	\$1,315,349	\$1,527,213	-46.2%	16.1%
☺ Deferred revenue & refundable advances	\$271,396	\$160,295	\$194,099	-40.9%	21.1%
☺ Due to state				-	-
☺ Due to affiliates				-	-
☺ Annuity and life income obligations				-	-
☺ Amounts held on behalf of others				-	-
☺ Long-term investments	\$566,287	\$474,389	\$379,045	-16.2%	-20.1%
☺ Refundable government advances				-	-
☺ Other long-term liabilities				-	-
Total Liabilities	\$3,282,441	\$1,950,033	\$2,100,357	-40.6%	7.7%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	\$24,282,003	\$27,046,185	\$27,689,452	11.4%	2.4%
☺ Foundation				-	-
Total	\$24,282,003	\$27,046,185	\$27,689,452	11.4%	2.4%
Temporarily restricted net assets					
Institutional					
☺ Foundation				-	-
Total	\$0	\$0	\$0		
Permanently restricted net assets					
Institutional					
☺ Foundation				-	-
Total	\$390,943	\$483,937	\$399,584	23.8%	-17.4%
Total Net Assets	\$24,672,946	\$27,530,122	\$28,089,036	11.6%	2.0%
TOTAL LIABILITIES and NET ASSETS	\$27,955,387	\$29,480,155	\$30,189,393	5.5%	2.4%

Please enter any explanatory notes in the box below

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

Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
OPERATING REVENUES (in 000s)	Not Available				
⌵ Tuition and fees	\$2,120,786	\$1,966,814	\$1,879,207	\$1,545,140	
⌵ Room and board	\$948,222	\$2,826,345	\$2,082,476	\$451,613	
⌵ Less: Financial aid	-\$2,378,523	-\$2,738,672	-\$2,903,274	-\$3,257,062	
Net student fees	\$690,485	\$2,054,487	\$1,058,409	-\$1,260,309	\$0
⌵ Government grants and contracts	\$2,852,167	\$3,264,000	\$2,751,797	\$2,854,984	
⌵ Private gifts, grants and contracts	\$157,305	\$343,627	\$278,724	\$117,982	
⌵ Other auxiliary enterprises	\$65,661	\$60,008	\$46,403	\$31,139	
Endowment income used in operations					
⌵ Other revenue (specify):	\$295,929	\$237,041	\$154,425	\$189,511	
Other revenue (specify):					
Net assets released from restrictions					
Total Operating Revenues	\$4,061,547	\$5,959,163	\$4,289,758	\$1,933,307	\$0
OPERATING EXPENSES (in 000s)					
⌵ Instruction	\$5,832,155	\$6,020,620	\$6,086,343	\$6,037,550	
⌵ Research	\$0	\$0	\$0	\$0	
⌵ Public Service	\$76,465	\$44,170	\$16,814	\$25,352	
⌵ Academic Support	\$569,577	\$636,782	\$636,270	\$810,997	
⌵ Student Services	\$1,725,040	\$1,641,386	\$1,548,198	\$1,558,133	
⌵ Institutional Support	\$2,266,542	\$2,417,272	\$2,512,743	\$2,454,075	
Fundraising and alumni relations	\$0	\$0	\$0	\$0	
⌵ Operation, maintenance of plant (if not allocated)	\$1,627,793	\$1,565,201	\$1,670,304	\$1,708,424	
⌵ Scholarships and fellowships (cash refunded by public institution)	\$105,682	\$129,054	\$80,355	\$60,315	
⌵ Auxiliary enterprises	\$1,110,108	\$956,641	\$670,998	\$819,741	
⌵ Depreciation (if not allocated)	\$1,225,169	\$1,296,543	\$1,330,056	\$1,394,759	
⌵ Other expenses (specify):					
Other expenses (specify):					
Total operating expenditures	\$14,538,531	\$14,707,669	\$14,552,081	\$14,869,346	\$0
Change in net assets from operations	-\$10,476,984	-\$8,748,506	-\$10,262,323	-\$12,936,039	\$0
NON OPERATING REVENUES (in 000s)					
⌵ State appropriations (net)	\$8,599,226	\$8,928,017	\$9,105,715	\$9,422,182	
⌵ Investment return	\$16,956	\$20,303	\$107,165	-\$76,853	
⌵ Interest expense (public institutions)	-\$26,035	-\$21,894	-\$18,572	-\$15,126	
Gifts, bequests and contributions not used in operations	\$1,890,902	\$1,640,622	\$789,123	\$1,651,648	
⌵ Other (specify):	\$200,000		\$1,940,894	\$2,080,738	
Other (specify):					
Other (specify):					
Net non-operating revenues	\$10,681,049	\$10,567,048	\$11,924,325	\$13,062,589	\$0
Income before other revenues, expenses, gains, or losses	\$204,065	\$1,818,542	\$1,662,002	\$126,550	\$0
⌵ Capital appropriations (public institutions)					
⌵ Other (specify):	\$673,926	\$1,374,272	\$1,195,174	\$432,364	
TOTAL INCREASE/DECREASE IN NET ASSETS	\$877,991	\$3,192,814	\$2,857,176	\$558,914	\$0

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

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY2)	2 Years Prior (FY2)	Most Recently Completed Year (FY 2)	Current Year (FY 2)	Next Year Forward (FY 2)
	Long-term Debt	N/A	N/A	N/A	N/A	N/A
	Beginning balance					
	Additions					
	Reductions					
	Ending balance	\$0	\$0	\$0	\$0	\$0
	Interest paid during fiscal year					
	Current Portion					
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)					
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets					
	Debt to Assets Ratio Long-term Debt / Total Assets					

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

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

Future borrowing plans (please describe).

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

FISCAL YEAR ENDS month & day (06/30)		3 Years Prior (FY2019)	2 Years Prior (FY2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
NET ASSETS						
	Net assets beginning of year	\$20,602,141	\$21,480,132	\$24,672,946	\$27,530,122	Not Available
	Total increase/decrease in net assets	\$877,991	\$3,192,814	\$2,857,176	\$558,914	
	Net assets end of year	\$21,480,132	\$24,672,946	\$27,530,122	\$28,089,036	\$0
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$584,495	\$545,236	\$570,133	\$733,269	
	Federal, state and private grants	\$2,670,639	\$2,802,496	\$3,282,483	\$2,054,490	
	Restricted funds					
	Total	\$3,255,134	\$3,347,732	\$3,852,616	\$2,787,759	\$0
	% Discount of tuition and fees					
?	% Unrestricted discount					
	Net Tuition Revenue per FTE					
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
Please indicate your institution's endowment spending policy:						
Please enter any explanatory notes in the box below.						

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

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2019)	2 Years Prior (FY 2020)	Most Recently Completed Year (FY 2021)	Current Year (FY 2022)	Next Year Forward (FY 2023)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$2,514,033	\$2,651,926	\$3,428,981	\$3,524,549	Not Available
Cash Flow from Operating Activities	(\$9,165,460)	(\$7,332,976)	(\$10,101,672)	(\$10,357,779)	
Cash Flow from Investing Activities	\$16,956	\$20,303	\$107,165	(\$76,853)	
Cash Flow from Financing Activities	\$9,286,397	\$8,089,728	\$10,090,075	\$12,260,810	
Cash and Cash Equivalents end of year	\$2,651,926	\$3,428,981	\$3,524,549	\$5,350,727	\$0
LIQUIDITY RATIOS					
Current Assets					
Current Liabilities					
Current Ratio	0.00	0.00	0.00	0.00	0.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)					
Please enter any explanatory notes in the box below that may impact the institution's cash flow.					
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.					
Please enter any explanatory notes in the box below.					

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2018)	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)
IPEDS <u>Retention</u> Data					
Associate degree students	65%	63%	59%	57%	
Bachelors degree students					
? IPEDS <u>Graduation</u> Data (150% of time)					
Associate degree students	37%	29%	33%	33%	
Bachelors degree students					
? IPEDS <u>Outcomes Measures</u> Data					
First-time, full time students					
Awarded a degree within six years	43%	48%	36%	44%	
Awarded a degree within eight years	44%	48%	38%	44%	
Not awarded within eight years but still enrolled	1%	1%	1%	1%	
First-time, part-time students					
Awarded a degree within six years	31%	20%	29%	19%	
Awarded a degree within eight years	31%	22%	29%	21%	
Not awarded within eight years but still enrolled	1%	6%	9%	0%	
Non-first-time, full-time students					
Awarded a degree within six years	70%	54%	55%	59%	
Awarded a degree within eight years	70%	56%	56%	59%	
Not awarded within eight years but still enrolled	0%	0%	0%	0%	
Non-first-time, part-time students					
Awarded a degree within six years	44%	30%	34%	39%	
Awarded a degree within eight years	51%	33%	34%	42%	
Not awarded within eight years but still enrolled	2%	0%	0%	0%	
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1					
2					
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1					
2					
3					
4					
5					
Definition and Methodology Explanations					
1					
2					

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

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

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution			41%	35%
Not graduated, still enrolled at original institution			3%	1%
Degree from a different institution			0%	0%
Transferred to a different institution			18%	11%
Not graduated, never transferred, no longer enrolled			39%	52%
First-time, Part-time Students				
Degree from original institution			30%	11%
Not graduated, still enrolled at original institution			0%	7%
Degree from a different institution			0%	0%
Transferred to a different institution			30%	25%
Not graduated, never transferred, no longer enrolled			40%	57%
Non-first-time, Full-time Students				
Degree from original institution			59%	55%
Not graduated, still enrolled at original institution			2%	0%
Degree from a different institution			0%	0%
Transferred to a different institution			20%	16%
Not graduated, never transferred, no longer enrolled			20%	30%
Non-first-time, Part-time Students				
Degree from original institution			20%	30%
Not graduated, still enrolled at original institution			2%	7%
Degree from a different institution			0%	0%
Transferred to a different institution			17%	27%
Not graduated, never transferred, no longer enrolled			62%	37%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

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

1					
2					
3					
4					

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

1					
2					
3					
4					

Definition and Methodology Explanations

1	
2	

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

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2018)		(FY 2019)		(FY 2020)		(FY 2021)	
State Licensure Examination Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	EC-Electrician's Helper	6	6	7	7				
2	EC-State of ME - Electrical Journeyman's License			1	1				
3	Heating State of ME Journeyman's Exam								
4	Maine Water Treatment Operator Class I Exam					1	1		
	PH-ME 1&2 Oils to 15 GPH Journeyman's License	7	7	2	2	3	3	3	3
	PH-ME Plumbing Journeyman In Training			2	2	3	3		
	PH-Plumbing State of ME Journeyman's Exam			1	1	1	1		
	PH-State of ME Journeyman's Exam					2	2		
	PH-Trainee Plumber								
	State of ME Electrician's Licensure Exam								
	State of ME Licensure Exam								
	State of ME Licensure Exam								
5	Vehicle Inspection Certification - State of Maine	12	12	10	10	8	8	6	6
National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	ACR-NATEF Auto Collision Painting & Refinish Exam	2	2	2	2	4	4		
2	ACR-NATEF Estimating/BluePrinting								
3	ACR-NATEF Non-Structural Analysis & Damage Exam	1	1	3	3	3	3	2	2
4	ACR-NATEF Non-Structural Mechanical & Elect. Exam							1	1
	ACR-NATEF Structural Analysis & Damage Repair Exam	1	1	2	2	3	3		
	American Welding Society Certification								
	AT-NATEF Automotive Transmission & Transaxel Exam								
	AT-NATEF Brakes Exam	4	4	5	5	2	2	1	1
	AT-NATEF Electrical/Electronic Systems Exam	6	6	6	6	3	3	1	1
	AT-NATEF Engine Performance Exam								
	AT-NATEF Engine Repair Exam	4	4	5	5				
	AT-NATEF G1 Maint. & Lt. Repair			1	1				
	AT-NATEF Heating & Air Conditioning Exam	2	2	3	3	1	1	1	1
	AT-NATEF Manual Drive Train & Axels Exam					2	2		
	AT-NATEF Suspension & Steering Exam	4	4	7	7	1	1	1	1
	CE-CompTIA A+ Exam	2	2	1	1	1	1		
	CE-CompTIA Healthcare IT Certification	3	3						
	CE-CompTIA Linux + Exam	2	2						
	CE-CompTIA Network + Exam			1	1				
	CE-CompTIA Security + Exam								
	CE-Microsoft Cert. Exams	2	2						
	CE-Microsoft Server 2008 Network Infrastructure								
	CE-Novell Certified Linus Administrator								
	CE-Novell Technical Data Center Specialist								
	CMA/RMA Cert. Exams	11	11	9	9	3	3		
	DH-NATEF Brakes: Medium/Heavy Truck Exam								
	DH-NATEF Diesel Engines: Medium/Heavy Truck Exam								
	DH-NATEF Electrical: Medium/Heavy Truck Exam								
	DH-NATEF Steering: Medium/Heavy Truck Exam								
	EC - NABCEP/Solar PV certification								
	EMS - Prehospital Trauma Life Support								
	EMS-Advanced Cardiac Life Support (ACLS)	3	3						
	EMS-Basic Life Support-Healthcare Provider (BLS)			1	1				
	EMS-National Registry of EMT-Intermediate (NREMTI)					2	2		
	EMS-National Registry of EMT-Paramedic (NREMTTP)								
	EMS-Paramedic Inter-Facility Transfer (PIFT)								
	EMS-Pediatric Advanced Life Support (PALS)								
	EMS-Pre-Hospital Trauma Life Support (PHTLS)								

MDC-Cert. Professional Coder Exam								3	3
MDC-Certified Coding Professional Certificate									
Microsoft 698 Installing & Configuring Windows 10			1	1	3	3			
NCLEX-LPN Exam					13	13	15	15	
NCLEX-RN Exam	22	22	32	32	26	26	18	18	
OSHA - 10 hours - Occupational Safety Card	9	9	4	4	3	3			
OSHA - 30 hours - Industrial Safety Card	31	31	26	26	10	10	7	7	
PH-EPA 608 Certification - Handling Refrigerants									
PH-National Propane Gas CTEP 1.0, 6.0, 7.0									
PH-Propane Gas Assoc. - Propane Gas Technician			1	1				2	2
PM-NIMS CNC Mill & Lathe Operator Exam	7	7	1	1	1	1			
PM-NIMS Job Planning & Benchwork Exam	7	7	2	2	2	2			
PM-NIMS Level 1 CNC Mill Exam	2	2	1	1					
PM-NIMS Level I/II Cert. Exams									
PM-NIMS Measurement/Materials/Safety Level 1 Exam	7	7	3	3	1	1	1	1	1
PMT - Sandvik MCT									
Vehicle Air Conditioning Certification - EPA 609	16	16	14	14	3	3	10	10	
WPT - First Aid CPR AED	5	5	11	11					

5

Job Placement Rates

Major/time period	*	# of grads	# with jobs						
1 ACCOUNTING		5	2	12	5	3	2	5	3
2 AUTOMOTIVE COLLISION REPAIR	X	8	4	4	2	9	5	4	0
3 AUTOMOTIVE TECHNOLOGY	X	7	4	11	8	5	4	2	1
4 BUILDING CONSTRUCTION TECHNOLOGY	X	3	0	5	3	1	0	2	1
BUSINESS ADMINISTRATION		14	8	22	16	13	8	12	1
COMPUTER & NETWORK TECHNOLOGY	X	10	3	4	0	8	1	3	1
DIESEL HYDRAULICS	X	10	7	11	4	13	7	8	5
DRAFTING TECHNOLOGY	X	0	0	0	0	0	0	0	0
EARLY CHILDHOOD EDUCATION	X	7	5	10	7	9	5	7	2
ELECTRICAL CONST. & MAINTENANCE	X	7	4	9	6	6	4	13	5
EMERGENCY MEDICAL SERVICES		1	1	1	1	3	1	6	4
EMERGENCY MEDICAL TECHNICIAN	X	2	1	0	0	0	0	0	0
ENTREPRENEURSHIP CERTIFICATE	X	0	0	3	2	4	1	0	0
GENERAL TECHNOLOGY		0	0	0	0	0	0	0	0
HEALTH INFORMATION MANAGEMENT		0	0	0	0	0	0	0	0
LIBERAL STUDIES		19	1	12	8	9	0	12	1
MEDICAL ASSISTING		20	12	14	10	10	5	8	5
MEDICAL CODING	X	11	1	7	0	8	1	9	0
MEDICAL OFFICE ADMINISTRATION	X	0	0	0	0	0	0	0	0
NURSING RN		24	20	32	30	27	16	25	15
OFFICE ASSISTANT	X	4	0	1	1	1	1	3	1
PARAMEDICINE	X	3	1	2	2	1	1	2	0
PLUMBING & HEATING	X	7	5	4	2	8	1	6	0
PRACTICAL NURSING CERTIFICATE						15	11	24	8
PRECISION MACHINING TECHNOLOGY	X	7	6	2	1	3	1	1	0
STRUCTURAL WELDING CERTIFICATE	X	9	4	6	3	4	1	5	0
WATER TREATMENT TECHNOLOGY	X					2	2	1	0
WELDING & METAL FABRICATION	X	0	0	0	0	0	0	0	0
WIND POWER TECHNOLOGY	X	6	2	13	5	3	1	3	2

5

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

Web location of gainful employment report (if applicable)

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

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

Completion Rates

1					
2					

Placement Rates

1					
2					
3					

Please enter any explanatory notes in the box below

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

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations	
1	
2	
3	
4	
5	

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

P Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	2022	https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf	MCCS
Intellectual property rights	2010	https://mymccs.me.edu/ICS/icsfs/Policy_207.pdf?target=791d6d43-6e62-4f41-9578-10d099c2e188	MCCS
Conflict of interest	2009	http://mymccs.me.edu/ICS/icsfs/Policy_410.pdf?target=76229781-6c75-477f-8687-9ca89ffb2e5	MCCS
Privacy rights	2022	https://www.nmcc.edu/privacy-policy/	NMCC
Fairness for students	2022	https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf	Dean of Students
Fairness for faculty	2021	https://mymccs.me.edu/ICS/icsfs/MEA_Faculty_CBA_2021-2024.FINAL.03.31.22_signed.pdf?target=429e1ebf-4592-4243-a725-b60e6f559a96	MCCS
Fairness for Staff	2021	https://mymccs.me.edu/ICS/icsfs/2021-2023_MSEA_Support_Contract_Final_-_signed.pdf?target=c2cd5067-07fb-4f18-a6b2-0b8efb92b1dd	MCCS
	2021	https://mymccs.me.edu/ICS/icsfs/MEA_Administrators_2021-2023.Final_-_signed.pdf?target=ba2921ac-a9ec-4eb9-b0f6-a3409198ad30	MCCS
	2021	https://mymccs.me.edu/ICS/icsfs/MEA_Faculty_CBA_2021-2024.FINAL.03.31.22_signed.pdf?target=429e1ebf-4592-4243-a725-b60e6f559a96	MCCS
Academic freedom	2022		MCCS
Research	2022	https://nmcc.libguides.com/Home	Academic Resource
Title IX	2022	nmcc.edu/non-discrimination-title-ix-policy/	CC
Other; specify			

Non-discrimination policies

Recruitment and admissions	2022	https://mymccs.me.edu/ICS/icsfs/Policy_201__06222022.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Employment	2022	https://mymccs.me.edu/ICS/icsfs/Policy_201__06222022.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Evaluation	2021	https://mymccs.me.edu/ICS/icsfs/MEA_Faculty_CBA_2021-2024.FINAL.03.31.22_signed.pdf?target=429e1ebf-4592-4243-a725-b60e6f559a96	MCCS
Disciplinary action	2022	https://mymccs.me.edu/ICS/icsfs/MEA_Faculty_CBA_2021-2024.FINAL.03.31.22_signed.pdf?target=429e1ebf-4592-4243-a725-b60e6f559a96	MCCS
Advancement	2022	https://mymccs.me.edu/ICS/icsfs/Policy_201__06222022.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Other; specify			

Resolution of grievances

Students	2022	https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf	Dean of Students
Faculty	2022	https://mymccs.me.edu/ICS/icsfs/Policy_201__06222022.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f	MCCS
Staff	2021	https://mymccs.me.edu/ICS/icsfs/2021-2023_MSEA_Support_Contract_Final_-_signed.pdf?target=c2cd5067-07fb-4f18-a6b2-0b8efb92b1dd	MCCS
	2021	https://mymccs.me.edu/ICS/icsfs/MEA_Administrators_2021-2023.Final_-_signed.pdf?target=ba2921ac-a9ec-4eb9-b0f6-a3409198ad30	MCCS
Other; specify			

P Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

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

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.nmcc.edu/about-nmcc/news-info/contact-us/
Notice of availability of publications and of audited financial statement or fair summary	https://www.nmcc.edu/wp-content/uploads/Annual-Report-2022.pdf
Processes for admissions	https://www.nmcc.edu/admissions-financial-aid/admissions/overview/
Processes for employment	https://www.nmcc.edu/about-nmcc/news-info/employment-nmcc/
Processes for grading	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf (Page 38)
Processes for assessment	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf (Page 36)
Processes for student discipline	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Processes for consideration of complaints and appeals	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	Website location and/or publication where valid documentation can be found
Values	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf (page 6)

Date of last review of:	
Print publications	November, 2022
Digital publications	October, 2022

Please enter any explanatory notes in the box below

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

Information	Website location
Institutional catalog	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-
Obligations and responsibilities of students and the institution	https://mymccs.me.edu/ICS/icsfs/Policy_501.pdf?target=a35c2b11-2218-49f2-9327-3b2d782220dc
Information on admission and attendance	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Institutional mission and objectives	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Expected educational outcomes	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://mymccs.me.edu/ICS/icsfs/Policy_714.pdf?target=194388c0-7aa5-412d-a6c8-80a621b89d11
Requirements, procedures and policies re: admissions	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Requirements, procedures and policies re: transfer credit	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Rules and regulations for student conduct	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Procedures for student appeals and complaints	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Other information re: attending or withdrawing from the institution	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Academic programs	https://www.nmcc.edu/academics/programs/academic-programs/
Courses currently offered	https://www.nmcc.edu/academics/programs/course-schedule/
Other available educational opportunities	https://www.nmcc.edu/industry-customized-training/continuing-education/
Other academic policies and procedures	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Requirements for degrees and other forms of academic recognition	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Names and positions of administrative officers	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Names, principal affiliations of governing board members	https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://my.nmcc.edu/ICS/Academics/Academics_Homepage.jnz?portlet=Course_Schedule_Search&screen=Advanced+Course+Search&screenType=next
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	
Description of the campus setting	https://www.nmcc.edu/about-nmcc/campus/campus-overview/
Availability of academic and other support services	https://www.nmcc.edu/academics/support/student-services/
Range of co-curricular and non-academic opportunities available to students	https://my.nmcc.edu/ICS/Campus_Life/
	https://www.nmcc.edu/academics/support/academic-success-center/
	https://www.nmcc.edu/about-nmcc/campus/smith-wellness-center/
Institutional learning and physical resources from which a student can	

<p>Institutional learning and physical resources from which a student can reasonably be expected to benefit</p>	<p>https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf</p>
<p>Institutional goals for students' education</p>	<p>https://www.nmcc.edu/wp-content/uploads/2022-23-Student-Handbook.pdf</p>
<p>Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate</p>	<p>https://www.nmcc.edu/about-nmcc/news-info/consumer-info/</p>
<p>Total cost of education and net price, including availability of financial aid and typical length of study</p>	<p>https://www.nmcc.edu/wp-content/uploads/Course-Catalog-FINAL_5_2022-2024.pdf</p>
<p>Expected amount of student debt upon graduation and loan payment rates</p>	<p>https://www.nmcc.edu/about-nmcc/news-info/consumer-info/</p>
<p>Statement about accreditation</p>	<p>https://www.nmcc.edu/about-nmcc/campus/campus-overview/</p>

E-Series Forms: Option E1: Part A: Inventory of Educational Effectiveness Indicators

Category	Published Location	Other than GPA, what data/evidence is used to determine that graduates have achieved outcomes for the degree?	Who interprets the evidence? What is the process?	What changes have been made as a result of using the data/evidence?	Most Recent Program Review
<p><u>General Education Core Curriculum</u></p> <p><input type="checkbox"/> Transfer degree</p> <p><input type="checkbox"/> Career degree</p> <p><input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Web</p> <p><input type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course</p> <p><input type="checkbox"/> Employer surveys</p> <p><input type="checkbox"/> Portfolio review</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Internship, Co-op; fieldwork</p> <p><input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator</p> <p><input type="checkbox"/> Advisory Board</p> <p><input type="checkbox"/> Other external:</p> <p>Process: see Liberal Studies</p>	<p>Revised course categorization to facilitate transfer based on agreement with University of Maine System</p>	<p>2015</p>
<p><u>Accounting</u></p> <p><input checked="" type="checkbox"/> Transfer degree</p> <p><input checked="" type="checkbox"/> Career degree</p> <p><input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog</p> <p><input checked="" type="checkbox"/> Syllabus</p> <p><input checked="" type="checkbox"/> Web</p> <p><input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course</p> <p><input type="checkbox"/> Employer surveys</p> <p><input type="checkbox"/> Portfolio review</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Internship, Co-op; fieldwork</p> <p><input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: Program Learning Outcomes based on faculty-designed assessments. Measurement and analysis of student learning and performance.</p>	<p><input checked="" type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator</p> <p><input type="checkbox"/> Advisory Board</p> <p><input type="checkbox"/> Other external:</p> <p>Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.</p>	<p>Additional coverage of course content, additional assignments, new textbook selection, review & modification of assessment</p>	<p>2017-2019 ACBSP Quality Assurance Report</p>

<p><u>Automotive Collision Repair</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/automotive-collision-repair/</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board 5-year program review for MCCS</p>		<p>ASE 2022 Master Level MCCS 2022</p>
<p><u>Automotive Technology</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/automotive-technology/</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board 5-year program review for MCCS</p>		<p>ASE 2020 Master Level MCCS 2022</p>
<p><u>Building Construction Technology</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/building-construction-technology/</p>	<p><input checked="" type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: None</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.</p>	<p>Suspended AAS degree program. Offering certificate only</p>	<p>MCCS 2021</p>

<p><u>Business Administration</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: Program Learning Outcomes based on faculty-designed assessments. Measurement and analysis of student learning and performance.</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.</p>	<p>Additional coverage of course content, additional assignments, new textbook selection, review & modification of assessment</p>	<p>2017-2019 ACBSP Quality Assurance Report</p>
<p><u>Career Studies</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input type="checkbox"/> Faculty <input type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process:</p>		

<p><u>Community Paramedicine</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input checked="" type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: certificate program and advanced certificate program</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process:</p>		
<p><u>Diesel Hydraulics Technology</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/diesel-hydraulics-technology/</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: Automotive Service Excellence (ASE)</p> <p>Other: EPA 609</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board 5-year program review for MCCS</p>	<p>Increased to NATEF master level More time on task in shop</p>	<p>ASE 2021 Master Level MCCS 2022</p>
<p><u>Early Childhood Education</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input type="checkbox"/> Pamphlet</p>	<p><input checked="" type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input checked="" type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: annually at advisory board meeting</p>		

<p><u>Electrical Construction & Maintenance</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/electrical-construction-maintenance/</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: State of Maine Journeyman's License</p> <p>Other: NABCEP Solar PV Associate</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.</p>	<p>Develop new course content</p>	<p>MCCS 2013</p>
<p><u>Emergency Medical Services</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: NREMT exam both practical and written at the advanced EMT level after first year and NREMT exam both practical and written at the Paramedic level after second year (NREMT-P)</p> <p>Other: Maine Licensure as EMT-I after first year and Maine Licensures as EMT-P after second year</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process:</p>	<p>Updates to courses, added a scenario-based assessment course</p>	<p>Annual report to Maine EMS 03/2017 CAAHEP/CaEMSP self study 01/2017 CoAEMSP site visit 12/2012</p>
<p><u>Entrepreneurship</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board</p>	<p>Additional coverage of course content, additional assignments, new textbook selection, review &</p>	

		<input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam Industry exam: Other: Program Learning Outcomes based on faculty-designed assessments.	<input type="checkbox"/> Other external: Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes. Follow-up on changes made from the previous years. Close the loop.	modification of assessment	
<u>Liberal Studies</u> <input checked="" type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Rubrics <input type="checkbox"/> Licensure or industry exam <input checked="" type="checkbox"/> Student surveys Industry exam: Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external: Process: Eight Program Outcomes review over a three year period. Five year Program Review for MCCC	Major curriculum revision to align with new Block Transfer Agreement with University of Maine System	Fall 2015

<p><u>Medical Assisting</u></p> <p><input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: CMA or RMA credential exam required</p> <p>Other: Labs with scoring rubrics</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Program Director <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Five-year Program Review for MCCS; annual MDA Program Advisory Committee meeting</p>	<p>College Algebra requirement changed to Quantitative Reasoning</p> <p>Added one-year certificate option</p> <p>Switched accreditation from Associate Degree to Certificate option</p>	<p>Annual report MAERB 02/2022</p> <p>MCCS Program Review Fall 2022</p> <p>Continuing Accreditation for Certificate in June 2022</p>
<p><u>Medical Coding</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: CCA or CPC credential is voluntary</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Program Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Five-year Program Review for MCCS; annual MDC Program Advisory Committee meeting</p>	<p>Added two advanced Coding courses and a professional practice virtual experience to strengthen curriculum</p>	<p>MCCS Program Review Fall 2022</p>
<p><u>Network Administration & Cybersecurity</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input type="checkbox"/> Certificate</p>	<p><input type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input type="checkbox"/> Web <input type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other:</p>	<p><input type="checkbox"/> Faculty <input type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process:</p>		

<p><u>Nursing</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: NCLEX RN exam</p> <p>Other: RN Licensure by MSBON</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Program Coordinators <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Five-year Program Review for MCCC; annual Nursing Program Advisory Committee meeting; Systematic Plan for Evaluation of Nursing Program reviews data for each program outcome every 3 years.</p>	<p>Four major Nursing courses in the ADN program (NUR125, NUR127, NUR226 & NUR229) were split into separate clinical and theory courses (NUR128 & NUR129; NUR130 & NUR131; NUR225 & NUR228; NUR230 & NUR231). Embedded additional opportunities for critical thinking and clinical judgment in labs and simulation.</p>	<p>Annual report ACEN 11/2022</p> <p>ACEN on site visit Fall 2019</p> <p>MSBON Review Spring 20218</p>
<p><u>Office Assistant</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam:</p> <p>Other: Program Learning Outcomes based on faculty-designed assessments.</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes.</p>	<p>Additional coverage of course content, additional assignments, new textbook selection, review & modification of assessment</p>	

			Follow-up on changes made from the previous years. Close the loop.		
<u>Paramedicine</u> <input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam Industry exam: NREMT at Paramedic level Other: Maine Licensure as EMT-P	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external: Process:	Updates to courses, added a scenario-based assessment course	Annual report to Maine EMS 03/2017 CAAHEP/CaEMSP self study 01/2017 CoAEMSP site visit 12/2012
<u>Plumbing & Heating</u> <input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet https://www.nmcc.edu/academics/programs/academic-programs/plumbing-heating/	<input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam Industry exam: National Propane Gas Association CETP EPA 608 Journeyman Heating/Journeyman Plumbing Other:	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external: Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.	Rewrite the curriculum, develop new courses	MCCS 2015
<u>Practical Nursing</u> <input type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate	<input checked="" type="checkbox"/> Catalog <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet	<input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam	<input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Program. Coordinator <input type="checkbox"/> Advisory Board <input type="checkbox"/> Other external: Process: Develop a	Program curriculum revised in 2022 ; additional electronic learning modules and remedial resources provided through ATI.	Initial approval from MSBON 2018; most recent on-going approval letter in September 2021 Candidacy status granted by ACEN July 2022 Desired ACEN on-site visit Fall 2023 or Spring 2024

		<p>Industry exam: NCLEX PN exam</p> <p>Other: PN Licensure by MSBON</p>	<p>systematic plan for evaluation. Collect program learning outcome data on an annual basis. Analyze data for strengths and weaknesses regarding student learning outcomes. Implement the necessary changes to improve student learning outcomes.</p>		
<p><u>Precision Machine Technology</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/computer-numerical-control/</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: National Institute for Metalworking Skills (NIMS)</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes each semester with advisory board 5-year program review for MCCS</p>	<p>Suspended AAS program. Revised certificate 2018</p>	<p>NIMS 2020 MCCS 2022</p>
<p><u>Structural Welding</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/structural-welding/</p>	<p><input type="checkbox"/> Capstone course <input type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: American Welding Society (AWS)</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external: Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.</p>		<p>MCCS 2022</p>

<p><u>Water Treatment Technology</u></p> <p><input checked="" type="checkbox"/> Transfer degree <input checked="" type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/water-treatment-technology/</p>	<p><input type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input checked="" type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: State of Maine DHHS Class I & II Water Treatment Operator License, State of Maine DEP Grade I & II Wastewater Treatment Plant Operator License, State of Maine DHHS Class I & II Water Distribution Operator License, NEWEA Grade I & II Collection System</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.</p>		
<p><u>Wind Power Technology</u></p> <p><input type="checkbox"/> Transfer degree <input type="checkbox"/> Career degree <input checked="" type="checkbox"/> Certificate</p>	<p><input checked="" type="checkbox"/> Catalog <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Web <input checked="" type="checkbox"/> Pamphlet</p> <p>https://www.nmcc.edu/academics/programs/academic-programs/wind-power-technology/</p>	<p><input checked="" type="checkbox"/> Capstone course <input checked="" type="checkbox"/> Employer surveys <input type="checkbox"/> Portfolio review <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Internship, Co-op; fieldwork <input type="checkbox"/> Licensure or industry exam</p> <p>Industry exam: None</p> <p>Other:</p>	<p><input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Chair, Director, or Prog. Coordinator <input checked="" type="checkbox"/> Advisory Board <input type="checkbox"/> Other external:</p> <p>Process: Review program outcomes annually with advisory board. 5-year program review for MCCS.</p>	<p>Offering certificate program only as of 2016</p>	<p>MCCS 2022</p>

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

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

EMS: CAAHEP/CoAEMSP Maine EMS	Annual report Maine EMS 2017 CAAHEP/CoAEMSP 2017 CoAEMSP 2012	N/A	Successfully passing the NREMT Advanced and or Paramedic exam both written and practical portions. Maine EMS licensure	Maine EMS CAAHEP/CoAEMSP Spring, 2018 Paramedic Maine EMS CAAHEP/CoAEMSP 2017
Medical Assisting: MAERB	CAAHEP/MAERB 2012	N/A	Credential exam for either CMA or RMA	CAAHEP/MAERB 2020
Medical Coding	N/A	N/A	N/A	N/A

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

Institutions selecting E1b should also include E1a.

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Accreditation Council for Business Schools & Programs (ACBSP)	2021 Reaffirmation of Accreditation 2029 Quality Assurance Report	N/A	ACBSP Standards for Accreditation	2023 Quality Assurance Report 2031 Reaffirmation of Accreditation
Nursing: Accreditation Commission for Education in Nursing (ACEN) & Maine State Board of Nursing (MSBON) approval	March 2020 Continuing Accreditation by ACEN; 2022 Annual report submitted MSBON 2019	None	ACEN Standards 1-6 which include passing the NCLEX-RN exam; program completion rates; and employment rates. MSBON: RN licensure	ACEN on site visit due Fall 2027 MSBON Review Spring 2025
EMS: CAAHEP/CoAEMSP Maine EMS	Annual report Maine EMS 2017 CAAHEP/CoAEMSP 2017 CoAEMSP 2012	N/A	Successfully passing the NREMT Advanced and or Paramedic exam both written and practical portions. Maine EMS licensure	Maine EMS CAAHEP/CoAEMSP Spring, 2018 Paramedic Maine EMS CAAHEP/CoAEMSP 2017
Medical Assisting: Commission on Accreditation of Allied Health Programs (CAAHEP)	2022 Continuing Accreditation by CAAHEP/MAERB (Medical Assisting Education Review Board)	None	Credential exam for either CMA or RMA	CAAHEP/MAERB on-site visit due Spring 2030
Medical Coding	N/A	N/A	N/A	N/A

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

Institutions selecting E1b should also include E1a.