

INTRODUCTION

The NEASC Fifth-Year Interim Report has been prepared by a cohort of administrators, staff, and faculty. Dr. Dottie Martin, Academic Dean, and David Raymond, Arts & Sciences Department Chair/faculty member served as co- chairs of the standards committee. Each member of the senior management team was asked to serve as a writer for the standard which was relevant to their specific campus responsibilities. Each writer was encouraged to include appropriate staff and faculty members to ensure that input was provided by a broad base of members from the Northern Maine Community College community. Several of the members who served on the standards committee, assisted in the preparation of the self-study submitted in 2008.

Given the brevity of this report and the focus on assessment, retention and student success that NEASC is seeking, committees for the eleven standards were smaller than those created for the self-study, however the active involvement of so many people contributed to a thorough document. Committees and members are listed below.

Standard	Writer	Members
Standard One: Mission and Purpose	Timothy Crowley	Ronald Fitzgerald, Diane Peters
Standard Two: Planning/Evaluation	Timothy Crowley	Diane Peters
Standard Three: Organization/Governance	Timothy Crowley	Ronald Fitzgerald Diane Peters
Standard Four: Academic Programs	David Raymond	Dottie Martin David Wyman
Standard Five: Faculty	David Raymond	Cathy Chapman Dottie Martin
Standard Six: Students	William Egeler	Betsy Harris Eugene McCluskey Tammy Nelson Norma Smith David Wyman
Standard Seven: Library and Other Information Resources	Gail Roy	Kim Ferguson Shawn Lahey
Standard Eight: Physical and Technical Resources	Barry Ingraham	Shawn Lahey Robert Smith
Standard Nine: Financial Resources	Larry LaPlante	Charles Brown
Standard Ten: Public Disclosure	Sue Bernard	Karen Gonya

Standard Eleven: Integrity

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Assessment, Retention, and
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OVERVIEW OF THE COLLEGE

Northern Maine Community College celebrated fifty years of service to the community and the people of the state of Maine in 2011-2012. The College, created legislatively in 1961, began as a vocational technical institute, offering automotive services, carpentry, electrical construction and practical nursing when it first opened its doors in 1963. The College was initially governed by the state board of education, and the college administration reported to the Commission of Education. In 1986, Maine's Vocational Technical Institutes were separated from the Department of Education, and a board of trustees was formed to oversee the system of VTIs. Shortly thereafter, in 1989, the system changed its name to the Maine Technical College System, with each of its campuses becoming regional technical colleges. In 2003, the College and its sister institutions transitioned once again, becoming what is now the Maine Community College System. The evolution to this new name reflected the System's expanded role toward comprehensive community colleges with the offering of the Associate in Arts degree.

Northern Maine Community College is the third oldest campus in the seven-college system. The College has grown from its early days of four programs to now offer 29 programs of study through four academic departments: Nursing and Allied Health, Business Technology, Trade and Technical Occupations, and Arts and Sciences. In addition to the academic departments, the college has student affairs, financial affairs, information technology and facilities, and development offices or departments.

The NMCC campus is housed on a former military base in Presque Isle, Maine, in the heart of Aroostook County, which covers 6,671 square miles at the northern tip of Maine. While Aroostook County is Maine's largest county geographically and has 22% of the land mass of the state, it is home to only 5% of the population (70,868 as of 2012 according to U.S. Census Bureau). The county's economic base includes natural resource based manufacturing, forest products, agricultural and food products, tourism, information technology and precision metals manufacturing.

The College has 104 full-time and 41 part-time employees. We serve approximately 1000 students annually in our academic programs. In addition to our matriculating students, we serve approximately 800 students annually through non-credit business and industry training efforts.

The College has added three programs of study since the 2008 Comprehensive visit and grown its faculty from 44 to 50.

As you will see in our report, NMCC has moved aggressively to implement efficiencies in the physical plant to reduce costs for energy. The College has also expanded NMCC Foundation activities to support academic programs and facility development.

RESPONSE TO AREAS IDENTIFIED

The Commission's letter of March 2011 identified three areas of special emphasis; 1) increasing revenue streams to stabilize the College's financial resources' 2) Planning and Evaluation, and 3) the academic program. The College immediately set out to improve these areas of concern as this fifth-year interim report will demonstrate.

1. The College's Financial Resources

The March 2011 letter from the Commission asked that this report provide and update on the College's success in strengthening its net revenue stream as well as consideration of alternative resources, as guide by Standard Nine: Financial Resources.

Resources are allocated in a way that reflects the College's mission, vision and strategic plan. NMCC has developed an appropriate fund balance by effectively managing its resources while continuing to achieve its purposes and objectives. Financial resources are discussed in detail under Standard 9 but this section will highlight two strategies that have been essential in the procurement of and management of financial resources.

a. Utilization of outside resources

With a clear understanding that state resources have been on the decline, NMCC has sought out other financial resources. It will be noted in several standards that outside funding has assisted in the development of new programs; (community paramedicine, health information technology, and wind power technology) development of new curriculum; (hybrid technology in automotive technology and solar thermal technology in the plumbing/heating program) and expansion of current programming (biomass fuels in the plumbing/heating program). The utilization of outside funding has also assisted in the renovation of current facilities and construction of a new wellness and student center complex. Outside resources have also been instrumental in the expansion of professional development opportunities for faculty and staff.

b. Assessment of energy usage

In 2008, an Energy Taskforce was given the mission of analyzing and evaluating energy consumption across campus. After extensive energy and facilities audits, three major energy conservation projects were identified: 1) upgrading the direct digital controls system, 2) retrofitting exterior and interior lights, and 3) addressing air quality concern. These are discussed in detail under Standard Eight—Physical and Technological Resources. As a result of these investments funded by ARRA grants, bond issues and general operating funds since 2007, the College's fuel consumption has gone from 130,500 gallons (FY 2007) to 47,500 gallons (FY 2013), a saving of 83,000 gallons while the College's electricity usage has gone from 2,003,000 Kwh (FY 2007) to 1,535,000 Kwh (FY 2013) for a savings of 468,000 Kwh. After factoring in the cost of 313 tons of pellets used for heating, and based on today's prices, the College's energy costs are approximately \$270,000 less than the cost in FY 2007.

2. Planning and Evaluation

In its March 2011 letter, the Commission requested an update on the College's planning and evaluation efforts

There is a clear understanding of the mission of the College by employees in all aspects of the campus. The mission serves as the guiding statement in decision making. The College utilizes several sources of information as a means of making ensuring that decisions are data-driven. Two reliable tools are utilized to evaluate students' experiences: The Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement. The utilization of this information is discussed in detail in Standard 6: Students and in the narrative on Assessment, Retention and Student Success.

The Maine Community College System is in the process of updating its strategic plan. At the same time NMCC is engaged in creating a new strategic plan for our campus. The NMCC strategic plan will address those items that directly reflect the M CCS strategic plan and those areas that may be unique to our campus. The M CCS updated strategic plan will become available after it has been officially accepted by the Board of Trustees, which is scheduled to happen later this fall. Three of the area that are expected to be included in the M CCS strategic plan, which will align with concerns at NMCC are: enrollment, retention and professional development. Although the process is in the beginning phase, current plans are for NMCC to actively participate in the strategic planning process during the spring semester 2014.

3. The Academic Program

NMCC has developed a systematic, consistent approach to the curricula, beginning with the development of course level learning outcomes, which are included on course syllabi. Consideration is taken into account on the alignment of course level learning outcomes to program level learning outcomes before approval by the department. Any new course must be presented through a process with includes a broad base of review. A new course must first be approved at the department level. Subsequently the course is presented to the department chairs for consideration. This presentation includes a copy of the course syllabi, learning outcomes and course description. If approved by the department chairs, the course is then forwarded to the curriculum committee for review. The curriculum committee is comprised of the academic dean, department chairs, the dean of students, registrar, several faculty members, assistant dean of learning resources, director of counseling services and assistant dean of continuing education. This broad base committee is important in this process.

Two programs that are experiencing growth are the Early Childhood Education Program (ECE) and the Precision Metals Manufacturing Program (PMM). The ECE program has seen a jump in enrollment due to the number of full-time students now enrolled. Historically, the enrollment in this program has been comprised of largely part-time students who were working on state required certifications or credentials while working at a local childcare facility or school. The timeline for meeting those state requirements has lapsed, so we have experienced an increase in full-time students. In fall 2010, 25% or 10 out of 40 ECE students were part-time students. In the fall of 2012, 44% or 11 out of 25 students were part-time students. This increase has also been nurtured by the B.S in Elementary Education with a concentration in early childhood which is available at the University of Maine at Presque Isle (UMPI), locate across town. The first two years of the professional curriculum for that degree is only offered at NMCC. It is UMPI's plan to grow the early childhood concentration into a degree, continuing to utilize the NMCC courses as the foundation for that program. In late August 2013, UMPI and NMCC signed

an official articulation agreement to signify this partnership. NMCC added a part-time instructor to the ECE program in the fall semester 2013.

The national interest in the role of manufacturing is also of great interest here in the state of Maine. Small and large manufacturing programs are opening throughout the state and each one is looking for a skilled workforce. This interest has allowed enrollment in the PMM program to remain stable with expected growth over the next couple of years. The current plans are to add a part-time instructor to the program beginning in the spring 2014 academic semester.

Third-party validation of the programs offered at NMCC is important in verifying to students and employers the quality of programming. During the 2012-2013 academic year two programs (Medical Assisting and Emergency Medical Services) obtained initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The Automotive Technology program's accreditation was changed to advanced status by the National Automotive Technology Education Foundation (NATEF). The highest level of achievement recognized by this accrediting agency. Standard 4 discusses in detail the programs that currently are accredited by national commissions or agencies.

Two new programs have been added to the inventory over the last academic year. In 2011-2012, NMCC participated in a pilot project to create a Community Paramedicine program as a new offering in the Emergency Medical Services area. Funding for the development of this new program was provided through several funding sources. The Community Paramedicine program is designed to educate licensed paramedics who are primarily employed in the pre-hospital emergency environment to become competent community paramedics. The first cohort of students in this program completed in spring 2013. The other new program is Health Information Technology (HIT). Currently in its second year, HIT was developed based upon recommendations of local healthcare providers. These employers requested more advanced training in the field of medical coding, based upon new technology and employment trends in the field. Funding for the development of this program was provided through a Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The HIT program is in the 'candidacy stage' for accreditation with the Commission on Accreditation for Health Informatics and Information Management Education. A self-study will be completed during the 2013-2014 academic year.

The location of Northern Maine Community College, makes it a prime institution to have a focus on sources of alternative energy. Five years ago, a wind power technology program was developed, utilizing funds from a private donation. The resources added to the campus are discussed in more detail in Standard 8. Courses in solar energy and biomass fuels have been added to the plumbing and heating curriculum. Over the summer, four varieties of pellet boilers were installed in the heating lab for instructional use. The funding for this instructional equipment was provided through federal grant funding.

The assessment of the curriculum is discussed in Standard 4 and is a major focus of the narrative on Assessment, Retention and Student Success, but it bears mentioning here that learning outcomes have been developed for each course and are utilized as measures for assessing the curriculum. Based upon the analysis of the information derived, it may be determined that some adjustments need to be made to course content, that new courses need to be offered and/or a program of study needs to be revised.

STANDARD 1: MISSION AND PURPOSE

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Description

Northern Maine Community College is one of seven campuses in the Maine Community College system. This campus was established in 1961 by the Maine State Legislature. As our vocational school evolved into a technical college and then in 2003 a community college, the mission of the college changed to reflect what is now a comprehensive community college. It is reviewed annually with employees and is stated clearly in our publication and web-based communications.

Our mission is aligned with the mission of the Maine Community College System. The basic mission of the Maine Community College System is to provide associate degree and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers. The primary goals of the Maine Community College System are to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development. (Public Law, Chapter 431)

NMCC's mission was approved by the Maine Community College System Board of Trustees in July 2003. It was revised in April, 2005, and again in 2007 to reflect the addition of the AA degree and a renewed focus on transfer options, as well as the discontinuance of a diploma level offering through the College.

NMCC's mission reads as follows:

“Northern Maine Community College provides career and transfer programs that lead to associate degrees or certificates. The students served have an opportunity to develop as individuals and to acquire the knowledge and skills necessary for employment and/or transfer to a senior college or university. The college assists in economic and human resource development by offering programs of study, courses and seminars to employed individuals, specialized training to attract business and industry, and various community-interest courses or seminars.”

The following principles guide the college in fulfilling its mission:

- 1. Prepare students for employment in business, industry, and public service.*
- 2. Offer students access to higher education with a broad range of transfer opportunities.*
- 3. Offer technically current and continually improving curricula and services.*
- 4. Provide curricula that prepare individuals to be responsible and active citizens.*
- 5. Broaden the students' educational foundation to enable and encourage them to pursue lifelong learning.*
- 6. Utilize knowledgeable representatives to advise the institution regarding curricula needs*

and program content.

7. *Provide guidance and placement services to assist prospective students, enrolled students, and graduates.*
8. *Provide developmental education opportunities.*
9. *Provide opportunities for students to participate in cultural, athletic, and social extra-curricular activities.*

The transition to a community college formalized the transfer option and expanded liberal arts offerings to not only focus on providing related courses for technical programs but supporting the college definition of an educated person. It is this movement toward achieving our definition of an educated person that has allowed the College to grow within its mission. As we mature as a comprehensive community college, our assessment of our progress in advancing our definition of an educated person is evident in the data we are collecting from our students and the use of that data in planning.

The college administers the Community College Survey of Student Engagement and the Student Satisfaction Inventory. The results from these surveys are reviewed by the campus retention committee and recommendation are made based on the findings. The data is also reported to the Maine Community College System and reported to the Board of Trustees. The System has set benchmarks for the campus to achieve in its strategic plan, and a review of the System plan occurs each year along with progress in meeting the goals at the campus level and at the system level.

The college conducts annual placement surveys to determine the paths our students take upon completion of a program of study. This data is review by the campus retention committee and forwarded to the academic dean and department chairs for review and consideration.

Although the campus utilizes a variety of instruments to assess its progress in achieving its mission, it lacks a current strategic plan to help set new goals. The campus recognizes the need to create a new strategic plan that will assist the College in assessing its progress. A planning committee has been established and work has begun.

Appraisal and Projections

The transition to a comprehensive community college has brought with it opportunity to provide greater service to our community and to our students. The support from the community has allowed the College to expand its services by adding new programs, such as community paramedicine and health information technology, as well as to expand its facilities with the addition of a 6.4 million dollar wellness and student center. This is occurring in a region that is experiencing a steady decline in its population and reduced state support for higher education in the form of reduction to its state appropriation. We believe that access to higher education is important, and our tuition reflects that, as it is one of the lowest in New England.

The college has been through a period of growth in its expanded mission, growth in its physical plant, and growth in terms of the expectation from the community.

As stated in the previous section: Response to Areas Identified, the M CCS Strategic Plan is scheduled to be presented to the M CCS Board of Trustees later this fall. Once that plan has been approved, each of the seven campuses will be required to update their campus strategic plans. As we engage in creating the new strategic plan for our campus, it is imperative that we continue to identify and evaluate the measures that will allow us to continue to meet the needs of our community and identify the new opportunities for Northern Maine Community College. It is expected that NMCC will be actively involved in the strategic planning process during the spring semester 2014. The first phase of the new strategic planning process will be to critically review the NMCC mission statement and guiding principles and the strategic plan that is currently in place. The next step will be a review of the updated M CCS Strategic Plan. It is imperative that the NMCC plan align with the M CCS plan while also maintaining the uniqueness of the area served. It is anticipated that three goals of the M CCS that will align with NMCC's goals are related to the areas of: enrollment, retention and professional development. The first two items are addressed in detail in Standard 6-Students and the third item is addressed in the chapter titled, Plans.

STANDARD 2: PLANNING AND EVALUATION

The institution undertakes planning and evaluation to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

Description

The Maine Community College System Strategic Planning process requires that the College report annually on key indicators of success. Those indicators are discussed at the campus level and with the MCCS Board of Trustees. Each indicator is reviewed at the campus level before submission to the Board of Trustees. Significant changes in performance require an explanation from the campus to the Board of Trustees. The focal points for this review have allowed the College to gather and utilize information from the Student Satisfaction Inventory and from the Community College Survey of Student Engagement. The campus student retention committee reviews this data and makes recommendations to the President's Cabinet.

In addition to linking the campus goals with those of the system, the College receives and reports data on the following areas: employment data for graduates at six months after graduation; success on licensure exams for nursing students, electrical students, and plumbing students; and success on certification exams for those looking to be certified as network administrators, as well as other third party certifications based on industry standards. This data is reported out annually and utilized in short-term and long-term planning.

Each non-nationally accredited program at the College is reviewed every five years by the MCCS Board of Trustees. This review includes data elements that focus on enrollment and placement of students as well as salary information. This data collection process involves faculty, student and administrative participation.

The campus committee structure plays a significant role in planning and evaluation. The college assessed its committee structure in 2010 and determined that the number of standing committees could be reduced. Following discussions with faculty and staff, the College reduced standing committees from 16 to 12. In addition to streamlining the committee structure the College has worked with the Faculty Association to make full use of the campus faculty management committee. As the College has worked through challenging budget reduction and curtailments, the campus faculty management committee has served an important role in communicating to faculty on issues of importance. The committee information is communicated out to the campus via minutes that are distributed to the association and college administration. This improved process has allowed the College to work to find solutions to challenging financial issues with input from the faculty.

The College has also made use of campus-wide task forces to address specific issues, concerns or opportunities. The use of a task force to address a specific concern or opportunity has allowed our work to be more focused and bring recommendation forward sooner. In the fall of 2012, the President established a task force to address the declining number of students taking advantage of

the residential life program. That task force was made up of a cross section of students, faculty, administrators and staff members. The group completed its assessment and recommendation to the campus in May 2013. The campus has begun to implement recommendations from this group.

The College also utilizes a variety of community organizations to assist in campus planning. In addition to an active General Advisory Council and program advisory committees, the College in 2010 established a concept design team to assist in the design work for the new campus wellness and student centers. The design team was made up of Foundation board members, students, faculty and staff, and community members. The group completed the work in 2012 with the selection of a design firm and forwarded the recommendation to the campus facilities committee. The facilities committee was tasked with working with WBRC Architects to create the new 6.4 million dollar addition to the campus. This is one example of our effort to include the community in the development, design and implementation of the work of the College.

In an effort to communicate to the greater campus community, the College in 2008 published its first annual report. This document included significant activities the campus had engaged in during the previous year as well as the activity of the NMCC Foundation. This report provides the opportunity to communicate annually with constituents and has established an annual communications path. The College's annual report was created and has been published every year since 2008. This report was suggested by the visiting team in 2004 and has proved valuable to the College and the community.

Appraisal and Projections

The College continues to provide leadership in the economic development of the region. In recent years NMCC has led by example and academic programming in the field of alternative energy. The first institution to incorporate a biomass boiler into its energy system as well as the curriculum, the College has modeled renewable energy stewardship and efficiency for the region. In addition, a number of initiatives in the area of alternative energy, from an alternative energy lab to coursework, seminars and programs, have set the standard for the region, state and nation. In particular, the Wind Power Technology program, developed in response to industry demands, is on the cutting edge in training of wind power technicians. As discussed in the section on Response to Areas Identified, new programs (community paramedicine and health information technology) have also been developed in response to needs in the allied health sectors. The College does not have a current strategic plan in place, but the development of a new plan is currently underway. As in the past, the new plan will be aligned with the MCCS Strategic Plan. The NMCC strategic plan will address those items that directly reflect the MCCS strategic plan and those areas that may be unique to our campus. The new plan will also take into account ways to evaluate the effectiveness of the goals and objectives. The College recognizes the need for institutional research, but has been constrained from adding such a position due to the lack of funds. The recent appointment of a MCCS institutional researcher is opening up opportunities for collaborative research projects as well as studies on individual campuses. As discussed in the section on Plans, the College will engage in two research projects during the upcoming academic year. One project will focus on comparing the success of students who begin their program of study at one of the off-campus sites

and then transfer to campus to students who begin their program of study at the home campus. The other study will focus on the success of students in the individual courses which are taught via the on-line method of instruction. The goal of the study will be to learn more about those characteristics which have an effect on student retention and completion.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component. The institution has sufficient independence from any sponsoring entity to be held accountable for meeting the Commission's *Standards for Accreditation*.

Description

The "Description" of the Board of Trustees, the Maine Community college System, and the College as reported in Standard Three of the Northern Maine Community College NEAS&C Self-Study remains unchanged and accurate. The College continues to address and strengthen areas that were highlighted in the "Report to the Faculty, Administration, Trustees, and Students of Northern Maine Community College" received July 2008.

The Community College Survey of Student Engagement (CCSSE), Student Satisfaction Inventory (SSI), student and employer surveys, program advisory committees and Maine Community College System Program Reviews are utilized to assess all aspects of institutional effectiveness. The data gathered through this process is reviewed by each area of the College and positive changes are implemented to improve the institutional effectiveness of NMCC.

The administrative functions of department chairs have been reviewed and the position description has been updated. In an effort to address the increasingly demanding role of department chairs the evening administrative responsibility has been reassigned to other staff and a full-time administrative assistant position has been created to be shared by the Nursing and Allied Health Department along with the Trade & Technical Department. Department chairs still retain the ultimate responsibility for the academic integrity of the evening and off-campus course offerings.

At the time of the 2008 visit NMCC had a Faculty Senate. Due to a number of circumstances, primarily the lack of involvement by the faculty, the Faculty Senate was disbanded.

The faculty/management committee has been very active this past five years in addressing issues of concern. The faculty/management committee addressed issues that previously had been addressed by the faculty senate. One example of issues addressed is the installation of security cameras at various sites on campus. The faculty/management committee worked in concert with the environmental health and safety committee to ensure that safety and security issues as well as professional concerns were addressed.

Campus committees, departments, Student Senate and employee meetings are an integral way to communicate throughout the college community. All college committees are broad base in

make-up. Faculty are represented on all NMCC committees. The president's cabinet meets weekly with the minutes available to the public. The Student Services staff meets weekly, as well as the academic dean with the department chairs. Each area administrator provides the two-way communications link between employees and administration.

Appraisal and Projections

Ongoing efforts are in place to improve institutional effectiveness. A greater emphasis on assessment, teamwork, communications, and collegiality has and will continue to be a major emphasis for the College.

Work remains to be completed with implementing the annual reporting of committees to assure that all are functioning to fulfill the mission of the College and actions that are implemented. Currently, committee minutes are recorded by a committee member and reviewed at the next committee meeting. Not all committees follow-up with forwarding committee minutes to the library for inclusion on the college portal. Due to the breakdown in contract negotiations in 2012, the faculty implemented a "Work to Rule" order, which limited faculty participation on some committees, during the spring 2013 semester.

Faculty negotiations were settled just prior to the beginning of the new academic year (Fall 2013). It is expected that the "Work to Rule" will no longer be invoked and faculty participation in committees and etc. will be back to "normal". At NMCC, "normal" is excellent participation by faculty members on the appropriate committees and etc.

The minutes of the president's cabinet are available in the Office of the President in a hardcopy format and are available for viewing. As of the fall 2013 semester these minutes will be available to the campus community via the College portal.

STANDARD 4: THE ACADEMIC PROGRAM

The institution's academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution sets a standard of student achievement appropriate to the degree awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Description

The mission of NMCC is to provide career and transfer programs that lead to associate degrees or certificates. Each degree provides the opportunity to acquire the knowledge, skills, and values that are essential for a career or transfer to a college or university. NMCC offers 18 associate in applied science, one associate in science and one associate in arts degree, as well as 17 certificates through four academic departments: Arts and Sciences, Business Technology, Nursing and Allied Health, and Trade and Technical Occupations. Technical components of the major are monitored by program specific advisory boards that offer insight into the skills and knowledge needed in the workplace. The general education core, which constitutes roughly 20% of the curriculum, offers students a balanced exposure to the humanities, social sciences, math and sciences, and reflects the college's definition of an educated person. As a gauge of program health, propriety, effectiveness, and suitability, each program of study not nationally accredited is required by the MCCS to complete a thorough program review every five years. A number of programs are also accredited by specialized accrediting bodies (ACBSP, ACEN, NATEF, NIMS, CAAHEP). Testimony to the quality of these degrees is found in the number of articulation agreements between NMCC and several baccalaureate-granting institutions across the state and successful pass rates for licensure exams. The College also is charged with assisting in economic development by offering courses, seminars, and customized training for area employers.

Over the last couple of years, NMCC has taken advantage of technology and begun offering a limited number of on-line classes. During the 2012-2013 academic year, the Academic Dean pulled together a working group comprised of faculty with on-line teaching experience and IT staff. The mission of the group was to look at current technology being utilized for conducting on-line course, emerging technology that could be utilized, the development of guidelines for instructors of on-line courses, and technology support for students enrolled in on-line courses. The working group also was responsible for one "Lunch and Learn" presentation on the Prezi – a presentation system used in on-line courses but could also be utilized for on-site classes.

Appraisal and Projections

One concern with some current programs is the constant "credit creep" that has taken place over the past decade. The 2008 Self-Study noted that the number of credits required of all associate degrees rose from 62 in 1994 to 68 in 2006. Aside from the liberal studies degree, which recently revised its curriculum downward to 60 hours, the number of credits required in degree programs

has stabilized at 68 credits. Many programs require incoming first year students to take an initial load of 18 credit hours, negatively impacting student success. Only slightly more than one-third of full-time certificate students complete the requirements for the certificate in one year. Well over half of full-time associate-level students take three years or longer to complete their “two-year” degrees. In some cases, the credit overload is required by accrediting agencies, but in others, it is not. Steps need to be taken to revise the curriculum credit hours downward or the time for completing an associate degree (for example, from two years to two and a half years) needs to be revised to allow students adequate time to complete the degree. The topic of credit hours vs. time for completing an associate degree is currently being discussed at the System level by the Presidents’ Council and the Academic Council. It is expected that there will be some resolution on this topic within the next couple of years. At that time, the campus community will need to do a thorough review of each academic program for any needed revisions.

STANDARD FIVE: FACULTY

The institution develops a faculty that is suited to the fulfillment of the institution’s mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution’s mission and purposes. Faculty competently offer the institution’s academic programs and fulfill those tasks appropriately assigned them.

Description

NMCC has a well-qualified, appropriately credentialed, and dedicated faculty who are focused on teaching and learning. In addition to heavy teaching loads (most teach the equivalent of fifteen hours or more each semester), many volunteer their time to engage students outside of the classroom with field trips, conferences, and lectures. With a low full to part-time ratio, NMCC is known for its quality programs and excellent faculty. For the 2012-2013 academic year, there were 47 full-time and 37 part-time faculty, an enviable ratio by national standards, who provided the necessary classroom, laboratory and on-site learning experiences for 809 full and part time students taking classes on campus and at outreach centers throughout Aroostook County.

Table 1: Age range of faculty

Age Range	Headcount
25-35	3
36-45	5
46-55	18
56-65	20
66+	1
Total	47

As Table 1 indicates, just less than one-half (45%) of the NMCC faculty is at or above the age of 56. It is expected that within the next five to seven years, there will be a large turn-over in faculty. Steps are already being taken to recruit adjunct faculty members who meet qualifications and who may be interested in a full-time position, should one become available.

Faculty responsibilities and workload are set out in the Maine Community College System Board of Trustees Agreement with the Maine Education Association Faculty Unit 2009 – 2011, Article 7 (Professional Responsibility), Article 12 (Class Size and Teaching Load), and Appendix G (Current Workload by Campus). Due to an impasse over money, contract negotiations have broken down, leaving faculty to rely on an outdated contract. It is expected that this contract will be settled later this summer. While research is not discouraged, the primary focus of NMCC faculty is teaching. Individual faculty assignments are established by department chairs in consultation with faculty.

Table 2: Faculty Education/Qualifications

Department	Doctorate	Masters	Bachelors	Associate	Other	Total
Nursing & Allied Health	1	8	3			12
Arts & Sciences	1	10	1			12
Business Technology		7				7
Trade & Technical		2	7	3	4	16
Totals	2	27	11	3	4	47

As Table 2 indicates, the NMCC faculty is diverse in qualifications and experiences. Over sixty percent (61.7%) of the NMCC faculty have obtained at least a masters' degree, 23.4% have obtained a bachelors' degree and 6.3% have obtained an associate degree. The remaining 8.5% have not obtained a degree but have the required licenses and certifications to serve as instructors in their respective field.

In the Nursing and Allied Health Department, 75% of the faculty hold a masters' degree or higher. Of the three faculty members who hold a bachelors' degree, one is currently enrolled in a MSN program. The other two bachelor degree faculty members are instructors for the emergency medical services program. While they do not hold a masters' degree, they do hold the required licensures and certifications to serve as instructors in their respective field.

The Arts & Sciences Department faculty is comprised of 91.7% of instructors who hold a Masters' degree. The biology instructor has a bachelors' degree.

The entire (100%) Business Technology faculty members have obtained a Masters' degree.

The Trade & Technical Occupations Department faculty has the most diversity in education and qualifications. While only 56.3% have obtained a bachelors' degree or higher, the remaining 43.7% hold either an associate degree or the required licensures and certifications to serve as instructors in their respective field.

Appraisal and Projections

A concerted effort has been made to ensure that adjunct faculty has the qualifications, support, and training needed to perform their role. Following the 2008 Self-Study Report, an annual adjunct orientation and training session has been established to provide updates on current trends in curriculum and campus events, safety and software training, and connection with the chairs of the four academic departments. The chairs serve as the liaisons between the adjuncts, directors of off-campus sites and on-campus personnel. This leadership role is important in assuring integrity of courses taught off-campus. Greater diligence has been employed in identifying appropriately-credentialed faculty before adding course sections to the schedule, both on campus and at the out-reach centers, to ensure quality of instruction.

All applications and resumes for off-campus teaching positions are received by the on-campus human resources department. That information is then forward to the academic dean and the appropriate department head for a review of qualifications and credentials. Information for approved applicants is forwarded to off-campus center directors for consideration and further follow-up, if an instructor position becomes available. In some instances, the department chair has contacted the applicant directly to learn more about credentials or teaching experiences. Though only in place for one academic year, it seems to be working well in assuring that adjuncts are appropriately credentialed.

STANDARD SIX: STUDENTS

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

Admissions

In 2009, the Maine Community College System upgraded and standardized the student information system and platform used on the seven campuses. The Jenzabar EX platform was purchased. The following year was spent preparing for data conversion and transition onto the new system. Although there were several challenges associated with moving to the new platform, the ability for students to access personal information from across the campus regardless of time or location was a tremendously positive step. Additionally, student applicants can now follow their status and documents throughout the entire admission process.

The College continues to make improvements to institutional reports and data management but progress is slower and more difficult than hoped for or advertised. In 2013, the MCCS contracted with the Center for Applied Research at Central Piedmont Community College to develop a data mart and to enhance the colleges' institutional research capabilities. This project is in the beginning phase but seems promising.

NMCC provides access to higher education to individuals across and beyond our primary service region of northern Maine. With some 95% of the area population being white, maintaining a diverse student body remains a challenge. Admissions staff continue to develop ties with area Native American tribes in an attempt to increase the number of Native Americans attending post-secondary education. Additionally, the College's close relationship with the local (Limestone, Maine) Job Corps Center was re-affirmed when the new Job Corps contractor extended the relationship (called Advanced Career Training (ACT) program). This program targets successful Job Corps participants and offers them continued housing and other benefits while attending NMCC. This relationship has proven helpful not only by increasing the ethnic and racial demographics of the College but by exposing local students to viewpoints and traditions they might otherwise never personally experience. Also, this relationship provides an opportunity for Job Corps participants to access higher education when most believed it was beyond their reach or capability.

Two other initiatives, under the umbrella name *On Course for College*, have targeted high school students from across the state. Dual credit agreements exist with over ten career and technical high schools/regional centers statewide. Not only do these agreements benefit student participants with reduced costs, reduced duplication and exposure to collegiate-level faculty and work but they increase the communication between college faculty and high school/CTE center faculty. This

exchange is further enhanced by college faculty serving on craft committees at those centers. The College also promotes Maine's and our own High School Aspirations program to qualified area high school students. This program affords qualified students the opportunity to enroll at vastly reduced tuition rates in college classes alongside 'regular' college students. Many students report that this experience helped prepare them for college whether or not they attend this institution.

Close relationships exist between the College, local adult education programs and area workforce development agencies. Without the support and resources provided by these agencies, many local adults would not have been able to retrain for new careers, especially during the 2008-09 economic down turn. In close consultation with our workforce development partners, the College created a special semester to accommodate significant numbers of displaced workers, before their funding option for continuing education would have expired. This influx of students accounts for some of the inflated numbers for individuals requiring developmental education during the 2009 academic year as well as the enrollment growth of the college between 2008 and 2011.

Retention and Graduation

The College remains attentive to student persistence and degree completion. Although Maine has a relatively high (85%, MDOE) high school graduation rate the percentage of working age (25-64) Maine citizens holding either an associate degree or higher hovers near 38.8% (2011 census) slightly higher than the national figure of 38.7%, this percentage is far lower than the state goal of 60% by 2025. Locally, (Aroostook County) the figure is closer to 29%. These statistics are mentioned because, while blessed with a strong work ethic, local students often forego degree completion when given the choice of a job versus school.

Some twenty plus years ago, the College instituted an early warning system where faculty are requested to notify the counseling office of students about whom there are concerns. This notice, while relatively informal, gives the counseling staff an opportunity to intervene before negative consequences are inevitable.

In 2008, in the wake of the Virginia Tech incident, the college initiated a Behavioral Intervention Team to help identify threats as seen by various segments of the campus community and to help improve communications across functional lines. The team meets weekly with members of the counseling department, residential life, campus health center, and dean of students. Input is received from faculty and others. Additionally, local law enforcement play a supportive role by sharing threat information and helping to assess threats at the request of the team. By 2011, it became apparent that most of the concerns being forwarded to the team were not of a violent nature and the group endorsed a two-tiered case management approach. Threat assessments (if any) are addressed first; case management/information sharing regarding individuals who are receiving services from a variety of campus departments are discussed second. This approach has helped services be coordinated and resources to be distributed more equitably. Annually, an index of participants, presented concerns, semester grades, admission status and number of times the individual was focused on within the group is compiled to help determine trends, areas of concern and other issues.

The 2009 increase in enrollment was due primarily to the economic conditions in the area. High area layoff and unemployment rates helped to convince significant numbers of laid-off workers to avail themselves of federal and state dislocated worker programs. These new students, as a requirement of receiving extended unemployment benefits (up to 99 weeks) and other supports for re-training programs, were required to submit weekly attendance sheets to their funding agencies and to pass all classes. Failure to do either meant a loss of funding. These requirements, in addition to the strong work ethic of most individuals, contributed to higher persistence and graduation rates during their attendance at the college.

Student Services

Throughout the five year period under review, the college has maintained and increased its commitment to campus security. Within the residential life facilities, a campus card access system, including magnetic door locks, entryway security telephones and video surveillance cameras were installed in residential life facilities with common entrances. Additionally, while policies were developed to ensure the personal privacy of students and staff, video surveillance cameras were installed across the campus under the direction of the campus safety committee. Beginning fall 2012, the college contracted with an external vendor (Securitas) to reinforce the college's security staff and to provide twenty-four hour security coverage for the campus.

As noted earlier, the introduction of the new student information system (Jenzabar) across the campus enabled the college to put more and better information directly into our students' hands when needed. The degree audit feature allows student and academic advisors to monitor their progress to degree completion and to better select classes and sections to meet their needs. On-line registration has proven very successful and popular with our students.

The emphasis on utilizing one's time in college as time dedicated to career development continues to evolve. Since 2010, new student orientation sessions included group activities focused on career development, skills employers want, and personal wellness as components of career preparedness. This emphasis continues and has been reinforced by a number of activities and services made available to students and staff alike. Student Health 101 is a monthly eMagazine, personalized for NMCC, which focuses on a wide variety of wellness and career-related subjects. Student responses to this service have been very positive. To help model fitness in the workplace and to create another opportunity for students to interact with faculty and staff outside of the classroom/office setting, a biweekly Zumba class was established for employees and students. Initial shyness was quickly overcome and this class became a good example of a positive step employees can take to improve their personal fitness. The success of this led to another student/staff wellness venture – WOW (Working on Wellness). With the financial support of a private donor, a campus-based Weight Watchers program was established for employees and students. The donor pays for one half of the weekly fees for the program and the college established a payroll deduction for participating employees and allowed for the charges to be directly posted to student accounts, thereby eliminating the need for student to carry cash and forego meetings when finances became too tight.

NMCC's commitment to wellness and personal responsibility for such became somewhat challenged by the Affordable Care Act's mandate for specific benefits to be included as a part of all student

health insurance plans. The college was facing the prospect of eliminating offering student health insurance because of the projected cost. After several months of negotiating, a reasonably priced ACA compliant plan was developed and will now be available for our students who do not have alternate health insurance.

The campus commitment to wellness is further evidenced by the construction of the Rodney Smith Wellness Center and Akeley Student Center. The \$6.5 million dollar project is being entirely funded by grant funds and the construction of which has necessitated a few changes to our new student orientation process. Because of limited space, the college launched an on-line orientation in the form of a class. Enrollment into the course and the monitoring of the students' participating has been assigned to the college counseling department. An "Accepted Students Day" has been developed to assist those who had difficulty completing all tasks needed before the start of the semester.

In 2012, five members of the student affairs staff underwent training and became certified as Global Career Development Facilitators to further enhance the career services available to our students. Additionally, the college redesigned the Academic Success Center's web page and developed a secure distance tutoring program using Google Chat and Skype. Since the redesign of the Academic Success Center in 2005, we have seen student participant GPA's increase from 2.36 in 2007 to the current 2.87. This shows evidence of the success the center has had in overcoming the prior stereotype that only the poorest students use tutoring services provided.

Appraisal and Projections

The college has long been committed to a process of continuous quality improvement and the use of objective measures to guide those efforts. Since 1994, the college has surveyed students utilizing the Student Satisfaction Inventory™. The results of the SSI helped to focus limited institutional resources to where the gap between student satisfaction and importance were greatest. This measure was adopted by the Maine Community College System as a part of its institutional benchmarks and now is offered in alternating years with the Community College Survey of Student Engagement (CCSSE).

The College's retention committee (and previous such committees under different names) reviews the data and results from the previous year's student surveys (SSI or CCSSE) and makes recommendations to college administration on areas of greatest concern. One finding the retention committee worked with was the former college Learning Center. Student dissatisfaction and lack of use was identified through both the Student Satisfaction Inventory (question on tutoring services) and usage figures from annual progress reports for the college's Perkins grant. Funds identified through the college's MELMAC Supporting Early Success in College grant allowed for further evaluation with an external evaluator. Then, a complete re-design of tutoring services was undertaken and the Academic Success Center was formed. After one year of operation, the external evaluator returned to complete another evaluation of services and subsequent SSI questions show much higher satisfaction and improved rates. Additionally, annual progress reports show much higher usage rates than previously experienced. Student utilization and improved grade point

averages are discussed in the section on Assessment, Retention, and Student Success. The committee is comprised of individuals from all functional groups across the campus including faculty, administration, support personnel and students. As mentioned earlier, student security is always a high priority for campus administrators. Student surveys helped identify specific concerns such as parking lot lighting which were subsequently addressed (Standard 8 has more information on this topic). For example, the 2011 CCSSE indicated that the College did not encourage contact among students of differing backgrounds as much as our peer institutions. As a result of that information as well as other information on student engagement, the College, in a association with the campus chapter of Phi Theta Kappa, launched the Connect to Complete initiative in the spring of 2012. Connect to Complete involved a number of engagement activities including peer mentoring and sponsored faculty/staff/student events. PTK continues to provide a connection for new students entering the College. Further the College's TRIO Student Support Services program initiated a paired class learning community for members wanting to transfer into a four year program concurrent with a structured support class. The campus library increased the number and scope of community events and increased the advertising for said events both on and off campus. The 2013 CCSSE data no long indicates that this item is among our lowest aspects of student engagement.

Annually, the College senior leadership document a variety of benchmarks identified as mission critical by the Maine Community College Board of Trustees. All senior leaders are responsible for completing sections of the campus report and review the document upon completion. The MCCS System Office is now providing additional technical support in the form of a Director of Institutional Research. This office is coordinating a data mart and reporting project which will greatly improve the reporting/research capacity across the system. The establishment of a data mart system at the college and MCCS will allow for much more robust institutional research on many more variables than currently available. The existing process utilizes live data for many queries and thus creates inconsistencies in reporting. The establishment of the massive flat files, archived over time and using existing data will better enable the system and college to analyze the data to better inform decision-making. The Center for Applied Research (CFAR) at Central Piedmont Community College, Charlotte, NC has been contracted to conduct initial research into student success at each of the seven campuses, to complete the data mapping and establish a data mart (using SAS as the report tool) at each campus.

References

CCSSE-Community College Survey of Student Engagement-<http://www.ccsse.org/>

Patient Protection and Affordable Care Act (ACA), March 2010

Statistics from "A Stronger Maine through Higher Education" A policy brief from Lumina Foundation, June 2013

Student Health 101 (TM) - <http://www.studenthealth101.com/index.html>

Student Satisfaction Inventory (TM) - <https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/student-satisfaction-inventory>

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

The institution provides sufficient and appropriate library and information resources. The institution provides adequate access to these resources and demonstrates their effectiveness in fulfilling its mission. The institution provides instructional and information technology sufficient to support its teaching and learning environment.

The Library

Over the past five years, the college has committed an additional \$43,000 in funding and support to the library. Improvements have been made to technology, physical space, and both the print and online collections. The library strategic plan was developed in 2009 with input from students, faculty, and staff and is reviewed and updated throughout the year. The library's philosophy is one of flexibility, allowing staff to quickly develop and offer new services and products in an ever-changing digital world. The physical library space is heavily used by students seeking quiet study areas, group study rooms, and one-on-one support from librarians. The assistant dean of learning resources has increased outreach to classes and works closely with faculty to incorporate information-literacy instruction into programs. Library tours are given to incoming students and new faculty. Library instruction and orientation sessions are given in the library and in classrooms. The library has recently created a welcome video for online orientation.

The Northern Maine Community College library staff is committed to educating students to collect, evaluate, and use information effectively. Northern Maine Community College defines an *information-literate* student as one who can clearly articulate information needs, confidently search for and access information from a variety of sources, and evaluate and use that information ethically and legally for research and personal purposes. This definition appears on page 29 of the current Course Catalog.

The library collects the following statistics to assist in planning: student visits, reference questions, circulation of print, interlibrary loans, database usage, e-book usage, library instruction, library tours, library events, classroom visits, and group study room usage. Library online surveys are conducted with faculty and students via e-mail or the library Web page.

Library staff consists of one MLS librarian (the assistant dean of learning resources) and one non-MLS librarian with twenty-six years of experience. Student work-study assistants and contract assistants work in the library throughout the year. The budget also provides a line item to hire per diem library employees.

In the coming year the library staff will increase outreach to classes, support the first-year-experience initiative, and continue to partner with other departments to promote retention and campus-wide college-completion initiatives.

Over the past five years, an increased library budget (\$162,623-FY 2008 to \$192,721-FY 2013) and has allowed for journal, book, and online collections to grow. College administration has

provided funds beyond the library operating budget for new computer chairs, printers, iPads, window blinds, twenty-one workstations for the media center, and additional book funds for an alternative-energy section, to support curriculum needs of the new wind power technology associate degree program and new curriculum in the electrical construction and maintenance, and plumbing and heating associate degree programs.

To engage students in a non-classroom setting, special events, seminars and programs are offered throughout the year. Author visits, reading series, lectures, and displays make the library a stimulating space for the campus community. All library events are publicized and open to the public.

A library advisory committee was established in 2012 and meets annually to discuss library programming.

The assistant dean of learning resources serves on the curriculum committee and is chair of the retention committee.

Library Information Resources and Access

With the addition of new information products, providing both on-campus and off-site access for all students, faculty, and staff, library resources have increased. Following increases in the library's book budget, the book collection has increased while upgrading the business, liberal arts, science, and nursing subject areas. Specific collections, such as the health and wellness collection, the career section, the Maine collection, and the alternative energy collection, were added to support new programs, specific initiatives, and courses. While the trend in libraries is to reduce print collections and expand e-resources, print books are still requested by some students and faculty. The library seeks to ensure that users have access to materials in the format they prefer and maintains both print and electronic collections at this time.

In contrast to the requests for printed books, the use of print journals and magazines has steadily declined due to the wide availability of thousands of journal titles in full-text databases. Print journal and magazine subscriptions were increased in 2008–2013, particularly in the liberal arts. Due to a decline in usage by students and faculty, a reduction of print will occur in 2014, and funds will be reallocated for the purchase of additional e-journals, e-books, databases, and online-streaming videos. The faculty has requested additional resources for online and hybrid courses. The library examines new products on a trial basis, throughout the year. Based upon input from faculty, the products are added to the collection. The Ebrary e-book collection was acquired in 2010 and has been upgraded from the community-college collection to the academic collection, now offering over 88,000 titles, which students can access on any device. The addition of Films on Demand online-streaming videos supports all programs at the college. These resources can be embedded into the college courseware, providing students and faculty 24/7 access.

The library is committed to providing students with training, resources, and physical work space to ensure an atmosphere that promotes learning. The library group study rooms are very popular, and students provide positive feedback on their ability to reserve rooms. The demand for both group and individual study spaces with flexible furniture and a variety of technology options

continues to grow. Students indicate in surveys that they want a variety of seating and study options and more conveniently placed electrical outlets. Because of this, the library plans to remove some book stacks and reconfigure spaces to add additional seating and electrical outlets.

A subscription to LibGuides which has a growing collection of subject- and course-specific Web pages that students can access and faculty can embed in their courseware was purchased in 2012. These guides direct students to reliable resources and reference materials to support academic projects and research.

The assistant dean of learning resources regularly meets with faculty and department chairs throughout the academic year to ensure that the materials for all programs are sufficient and appropriate and to solicit requests for purchase. As noted in the 2010 Progress Report, the library initiated a collection-development project and conducted a review of the collection, removed titles, and added new titles to support the curriculum. Library funding has been sufficient to purchase all materials requested by faculty and students.

Distance Learning

The library supports distance education by providing online resources such as e-books, e-journals, databases, and videos. The assistant dean of learning resources also provides support and instruction to students and faculty in the use of online resources. This is done by meeting directly with faculty, visiting hybrid courses, and having instructors embed library resources in their courses and link to subject-specific library pages. Copyright concerns and questions are also researched by library staff and, when necessary, referred to the Maine Community College System legal counsel.

The library utilizes a number of social-media tools to connect with students, such as Facebook, Twitter, chat, Skype, and Pinterest.

Information and Technological Literacy

The Information Technology office is responsible for campus-wide technology and provides support for equipment and technology to students, faculty, and staff. The media center is located within the library and is equipped with twenty-one workstations and a printer. New computers were purchased and installed in the media center in July 2010. IT staff updates the software and maintains the computers and printer. Acceptable-use policies are posted on the college Web page.

The media center is located near the IT department and the Academic Success Center, and this physical proximity allows staff from these areas to provide ready assistance to students in the media center. The media center serves as the college's learning commons where students receive one-on-one assistance. The IT department also staffs a walk-in laptop support center at the beginning of each semester.

The library lends iPads, laptops, Nooks, and a Kindle Fire to students for one week and solicits requests from students, faculty, and staff for new equipment purchases. New apps have been purchased and added to library devices per student and faculty request.

The addition of Library Anywhere (a mobile catalog) in 2013 allows students to check their library account, search the catalog, renew items, and place holds. Plans for the upcoming academic year include the purchase of a “self-checkout” app. This will allow students to check out materials using a smartphone. It will also enable the library to shift collections and relocate them throughout campus by placing a book collection in the dormitories and in the new wellness/student center slated to open in spring 2014.

A library-sponsored research prize was created in 2009. The prize is awarded annually and recognizes the best student research paper. Students must demonstrate the ability to incorporate information-literacy skills in the performance of their research by using library resources and following APA or MLA guidelines. The judges are drawn from college faculty and staff. Recipients are awarded a \$100 gift certificate to the college bookstore.

Resource Sharing

Resource sharing and partnering with other libraries is a fiscally sound approach to expanding collections and resources. The online catalog allows for user-generated interlibrary-loan requests. The library is a member of the Minerva library system and participates in interlibrary-loan agreements with eighty-eight libraries in Maine. College students, faculty, and staff have access to materials from the Maine State Library; the University of Maine; Bowdoin, Bates, and Colby colleges; and many public, school, and academic libraries throughout the state. There are also reciprocal borrowing privileges at the Presque Isle Public Library, the University of Maine at Presque Isle and medical facilities’ libraries in the area. As a member of OCLC and Docline, the library lends and borrows with libraries throughout the country.

Fiscal responsibility

The library budget is sufficient to meet the needs of students, and increases in funding over the past five years have allowed the addition of new databases, technology, and e-resources. Since 2008, the library has received support from the following grants: the Stephen and Tabitha King Foundation (\$6000 for a Maine collection of books and \$5000 for the Library of America series of books), Bridging Cultures—National Endowment for the Humanities (the “Muslim Journey Bookshelf” collection of books and DVDs), and the Maine Humanities Council (for author visits and reading programs).

Appraisal and Projections

The library staff is supportive of students, faculty and staff by providing needed space for study groups, meeting rooms and needed resources. This is evident in programming and additions to the collections which support academic and special events.

The Edmunds Library is an integral part of the academic and community life of the NMCC campus, as the statistics indicate. Table 3 shows the impact that the library has in a variety of areas. Not counting the anomaly related to the influx of enrollment in 2009-2011, due to the economic downturn and the closure of some local paper mills, the library’s services have been stable or have shown an increase.

Table 3. Edmunds Library Statistics

Service	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Circulation	2663	2524	2452	2756	2726
Library/Media Center Usage	17,369*	33,776	33,928	29,905	30,485
Inter-library Loans	58	85	105	74	39
Data Bases/e-books	**	**	28,614	35,242	29,198

*Does not include numbers from the Media Center

** Data base/e-book resources were not available in the 2008-2009 and 2009-2010 academic years

With the addition of newer technology, several data bases and e-books resources were integrated into the services provided by the library. These services have allowed for the library collection to be accessed full-time. As Table 3 indicates, the NMCC community has embraced these resources.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Description

The Northern Maine Community College campus consists of 87 acres within the city of Presque Isle, Maine. The College is bordered on the east by Edgemont Drive and a housing complex and on the other three sides by light commercial and heavy industrial operations. The Northern Maine Regional Airport is nearby. The College opened its doors in March of 1963 using military structures that remained from a former military base. The existing infrastructure (water, sewer, electrical and streets) established the framework for the layout of new construction. Over the last 50 years most wooden buildings have been replaced with more permanent structures. With the exception of some of the older military structures; such as the former base chapel (leased to the Temporary Shelter for the Homeless) and the former base laundry (leased to the Maine Department of Environmental Protection), all facilities are dedicated to functions and activities that contribute to the fulfillment of the College's mission.

Physical resources

Since the NEASC on-site visit in 2008, the college has continued to increase efficiency and improve the facilities in an effort to provide an enhanced learning environment. Through funding initiatives such as ARRA, state bonds, and private donations, the college has been able to renovate and build campus facilities, expand academic programs, and increase efficiency across the campus.

In 2008, an Energy Taskforce, created by the College President, was given the mission of analyzing and evaluating energy consumption across campus. After extensive energy and facilities audits, three major energy conservation projects were identified: 1) upgrading the Direct Digital Controls system, 2) retrofitting exterior and interior lighting, and 3) addressing air quality concerns.

All exterior lighting was upgraded to LED fixtures, pneumatic and manual controls were replaced with a new networked building control system and building insulation was improved over the course of three years. In 2011, the energy conservation project was completed. The one-year commissioning report indicates that the College reduced fuel and electrical consumption by \$102,405.00. As a result of utilizing funds provided by ARRA grants, bond issues and general operating funds since 2007, the College's fuel consumption has gone from 130,500 gallons (FY 2007) to 47,500 gallons (FY2013), a savings of 83,000 gallons while the College's electricity usage has gone from 2,003,000 Kwh (FY 2007) to 1,535,000 Kwh (FY 2013) for a savings of 468,000 Kwh. After factoring in the cost of 313 tons of wood pellets used for heating, and based on today's prices, the College's energy costs are approximately \$270,000 less than the cost in 2007.

The College's highest capacity classroom, the Christie Building's Peter Hunt Lecture Hall, was completely renovated, in 2008. The seating plan, HVAC unit, and building controls were upgraded

to create an energy efficient and modern classroom of 59 seats. To improve working surfaces and allow for laptop/device power connections at each student seat, tables were replaced with combined units. Also, as a means of supporting ADA requirements, 2 additional seats with separate, removable chairs were installed.

A complete renovation of the mechanical systems in Andrews Residence Hall and Reed Dining Commons started in 2010. This project upgraded the 1980's-vintage boilers and combined the heating plant for both buildings into one facility. The upgrade created redundancy for both buildings and improved indoor air quality and efficiency. Subsequently, the fire protection system in Andrews was completed in 2011. The scope of work for the \$90,000 project included a review of the building's conditions by the Maine State Fire Marshal, an architectural firm, and subsequently the upgrading of fire assemblies throughout the building.

The welding lab was identified, in 2011, for a complete renovation. The 1986 facility needed a major renovation of the lighting, ventilation, electrical system, and equipment. All shop equipment was demolished and the shop was cleaned and painted. A new electrical system and more efficient lighting were installed. A new welding fume extractor was selected for its efficient operation using arc flash detection to vary fan speeds along with duct dampers. To ensure a safer learning environment, each of the 19 welding booths was equipped with individual ventilation.

An Alternative Energy Building is leased from the City of Presque Isle. In 2010, this building was renovated and turned over to the College for the expansion of wind, heat pump, biomass, solar, propane, and energy auditing training that supports new and existing academic programs. Through a private donation the college installed a 10kw residential wind turbine and inverter for use by the wind power technology program and to offset electrical usage at the Alternative Energy Building.

Through a \$500,000 grant from the Maine Forest Service, in 2012, the college installed a new 900KW moving grate boiler system to heat 165,000sq/ft of the Christie Complex and the Mailman Trades Building. This project saved \$45,000 in fuel costs in FY13 (July 1, 2012 – June 30, 2013). The controls and boiler in this project are also available for academic instruction on commercial biomass systems.

The renovation of a former storage area in the Mailman Trades building added a new building science lab, in 2011. The renovation upgraded lighting, ventilation, and provided both lab and class space for the building science classes. In the summer of 2011 through a private donation the college was able to update and modernize a 1980's era classroom. The classroom was used by the Trade & Technical Department for the delivery of building science and alternative energy courses. The project included new HVAC equipment and controls, flooring, finishes, furniture, and technology to create a new classroom space for building science classes. The \$98,000 project was complete just before classes started in the fall of 2011.

In 2012, through a generous private donation, to the College, concept planning began on the new Rodney Smith Wellness Center/Akeley Student Center. In addition to the private donation, funds were provided from the NMCC Foundation, the Maine Community College System Foundation, and areas businesses. This \$6.4 million project will create a new fitness center occupying approximately 10,000 sq/ft with locker rooms, fitness areas, the latest equipment, classroom spaces

and fitness instruction areas. The project also includes the renovation of approximately 30,000 sq/ft of space in the existing Christie Complex to include the college store, health center, offices, and student areas. The projected completion date is April 2014.

Technology Resources

Northern Maine Community College's technology is managed by the five person in-house IT staff, comprised of the Director of Physical Plant and Technology, Manager of Energy and Information Systems, two Information System Specialists and a Programmer Analyst. This staff manages all aspects of the network infrastructure, software and hardware systems, cellular technologies, audio-visual equipment, classroom technology, data mining and reporting, and end-user support. Staff is available for support during the College's hours of operation, including some night hours.

The IT staff manages approximately 40 servers, 300 computers and many portable devices connected to the campus 1Gbps fiber optic local area network (LAN) infrastructure which connects all instructional, administrative and residential life areas for intranet/internet activities. In addition to college-managed resources, the staff annually supports an average of 1,000 residential and commuting students plus campus visitors' computers. All 35 classrooms have at least a LCD projector with the ability to connect a laptop; 94% of these have a dedicated computer, document camera and/or other equipment for instructional use. In addition, the campus has one general use media center with 21 desktops for student use and 85 desktops among five additional computer labs to support instruction.

To expand enrollment opportunities and work in collaboration with other higher education institutions, the College shared in a Maine Community College System grant to upgrade to Tandberg high-definition video conferencing. The upgrade also provides the ability to record content for on-demand learning opportunities. The upgrade has been instrumental in providing classes in the nursing program to the Houlton off-campus site. To assist in deferring traveling cost, single-user and large mobile units were added for conferencing outside of the classroom as well.

In 2009, NMCC along with all colleges in the Maine Community College System converted from a iSeries IBM-based Student Information System (SIS), TEAMS2000, to the newer, Jenzabar EX product. This conversion has expanded the abilities of the backend SIS while being able to implement new, more robust, online features such as online registration and a built-in learning management system. When the system was implemented in fall 2010, the backend database, EX clients and JICS information portal were rolled out to the campus community. At a later upgrade, the online learning system, e-Racer, was added. With the new system NMCC added the capability to expand course offerings and resource sharing. During this expansion, a new facilities-scheduling system, EMS Campus, was implemented to improve scheduling efficiencies between NMCC courses, Husson University classes held on NMCC's campus and external groups' use of facilities. The campus dining staff and college store received a new point of sale system that integrates with SIS, by way of a custom-built integration application. In addition, the Library received a new college ID system that provides students with one ID card for access controls, college store, dining purchases, and library item checkouts.

The College partnered with Google in 2011 to utilize the features of Google Apps, with a particular focus placed on email. This shift allowed the College to significantly reduce resources needed to house student email accounts internally. Students also gained the ability to share and collaborate with online document access using cloud technologies available to Google Apps users, and received email accounts with expanded storage and better integration capabilities when using tablet/devices. An analysis of Google Drive and cloud storage that can integrate into the College's infrastructure will also be done in the near future to further reduce necessary in-house resources for student file storage, while also providing newer, more efficient technology for students.

The College's infrastructure has constantly been evolving. Starting with the Jenzabar EX implementation in 2010, the datacenter moved to a virtualized environment housing 40 servers on four physical servers, or more accurately blades in IBM's S-Chassis Bladecenter. Simultaneously, the College installed additional wireless access points. The expansion provides students with more laptop-friendly classrooms, and more wireless access points on campus plus wireless access to college resources, such as campus printers.

During the 2012-2013 academic year, focus was directed to a better, more stable telephone system with supporting infrastructure and expanded cellular phone capabilities for employees. After a thorough analysis, College administrators were able to add smart phone devices to provide a more mobile-friendly environment. This also brought the ability to implement a bring-your-own-device (BYOD) policy that allows faculty and staff to use their personal phones and mobile devices for work-related business. During the upgrade, more than 100 Voice Over IP (VoIP) phones, two phone system servers, a voicemail server and licenses for twinning and pairing desk phones to College owned cell phones capabilities were purchased.

Other programs that have been implemented since 2008 include partnerships with local computer sales companies to allow students to buy laptops required by their program of study, with financial aid funds; replacement of both dedicated computer labs and one general-use computer lab to provide students more reliable access to college and internet resources; adopting a more cutting-edge technological approach to classroom instruction with the installation of interactive projectors, smart boards and tablet-based instruction; and laptops dedicated to online testing in two separate programs.

Appraisal and Projections

The College's Master Plan and direct feedback from students, faculty and staff drives the focus of the Physical Plant, Safety and Security, and Information Technology offices. These recommendations can be submitted by a task force, student organization or as a result of a survey.

The Noel-Levitz survey had consistently listed the security response time and well-lit parking lots as a concern of many students. As a result, the College hired a full-time Safety and Security Manager and additional security personnel to expand coverage from nights and weekends to 24/7. The NMCC campus covers 87 acres within the city of Presque Isle. A heavily travel road runs along the front of the campus, a residential areas is across the street and the area's middle school is just up the road. NMCC practices an open campus policy and encourages community participation in most activities held on campus. Unfortunately, due to the openness of the campus,

there are occasional issues with people being on campus who have no reason to be. The additional security provides immediate access to assistance if and when needed. The improvement of exterior lighting in parking lots and living areas along with video surveillance coverage was a top priority for safety concerns as well energy efficiency. NMCC utilizes 12 buildings to provide academic programming, student housing and student support services. Some of these facilities are located a distance from the nearest parking lot. Our location in northern Maine has very short days during the winter months, with darkness arriving between 3:30 and 4:00 from mid-November through mid-March. Having adequate lighting from the buildings to the parking areas is important in providing a safe environment for the students, faculty and staff.

The Environmental, Health and Safety Committee is very active, meeting monthly throughout the academic year. This committee is the largest of the campus committees and is made up of administrators, faculty, staff and a student representative from each of the areas on campus. Members bring recommendations to the committee and assist in development and review of college policies and procedures related to these specific areas.

As a result of the energy conservation analysis done by the Energy Taskforce, the College's datacenter was moved to a virtualized environment, reducing energy consumption considerably. More than 35 physical servers were consolidated onto one, large piece of hardware which not only reduced the power requirements but also drastically reduced the necessary cooling in the datacenter.

In addition to a current datacenter project, to upgrade hardware, the wireless network is in the process of being upgraded as a result of direct student feedback from residents in Andrews Hall. Ten new wireless access points will be installed to provide more reliable coverage for residents of the dormitory.

Curriculum expansion in the diesel hydraulics program is driving a need for facility expansion. The expansion would include more instructional and lab space. A firm has been hired to design an expansion for the area. Additional funding is needed before this project can continue into the building stages.

Approximately 120 or 12% of the NMCC student body (1000 students) are residential students. During the 2013 spring semester, the President established a Residential Life Taskforce to identify ways to improve the campus experience for students. The major focus of the task force was to determine the adequacy of physical and technological resources in the residential facilities and to determine ways to ensure that the residential facilities are welcoming and supportive of the needs of both residential and commuter students. Once the physical and technical strengths and weakness were identified, the task force developed a plan of action. This section will discuss only those sections related to Standard 8. In Andrews Hall, Snow Hall and the Reed Dining Commons, minor repairs and reallocation of some spaces for new purposes took place over the summer. In both the Reed Dining Commons and Snow Hall, the taskforce indicated the need for more residential-area study and gathering spots. A common area for use by both resident and commuter students has been developed for each building.

Other projects are in the development stages, such as facilities upgrades, due to the complexity of the project.

The Student Satisfaction Inventory (SSI) report and Community College Survey of Student Engagement (CCSSE) findings will continue to provide valuable information for future considerations in both the physical plant and technology aspects of the College. For example, the SSI has highlighted the need for additional student parking on campus being one of the top concerns among students. This has been addressed by expanding the parking area as part of the new Wellness and Student Centers project and will continue to be monitored in the future.

The CCSSE results from 2011 showed that 40% of 413 respondents were either unaware of student orientation or were not able to participate because of schedule conflicts. Some students who live further away, stated that it was too expensive to travel to northern Maine, with the cost of lodging, fuel and meals, when they knew that they would need to return in just a couple of weeks to move into the dorm and begin classes. In an effort to combat these concern, an online orientation course was setup in the College's learning management system for students entering in the fall 2013 semester. A one-day "Accepted Students Orientation" session was held on campus prior to the beginning of the fall 2013 semester. Attending students were encouraged to visit the NMCC portal and complete the On-line Orientation for a more in-depth understanding of the various aspects of the College. The Dean of Students met with all faculty during the beginning of the semester faculty meeting to share the on-line orientation program. He then encouraged faculty to visit the site on their own but especially to encourage all new students complete the on-line orientation process. Students have been informed that the on-line orientation process will have to be completed prior to registering in classes for the 2014 spring semester. This topic is also covered under Standard 6.

The College will also continue to improve efficiencies with the use of technology as appropriate

STANDARD 9: FINANCIAL RESOURCES

The institution's financial resources are sufficient to sustain the quality of its educational program and to support institutional improvement now and in the foreseeable future. The institution demonstrates, through verifiable internal and external evidence, its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Description

The revenue from tuition and state appropriations has allowed the college to maintain a stable and viable status. The institution's positive fund balance and balanced budgets demonstrate the financial capability to graduate the entering class. Resources are allocated in a way that reflects its mission, vision and strategic plan. NMCC's stability and viability are dependent upon vulnerable financial resources however not to a narrow base of support. NMCC has developed an appropriate fund balance by effectively managing its resources while continuing to achieve its purposes and objectives. The college has maintained ratios that are comparable to other campuses within the Maine Community College System.

The budget process includes consultation with area managers who also obtain input from cost center managers to request financial resources adequate to achieve NMCC's educational objectives. Currently a five-year equipment plan is required from all departments to be submitted with their annual budget requests. The college's fiscal policies are clearly stated in writing and are consistently implemented in compliance with ethical and sound financial practices, as reflected in the MCCS Policies and Procedures Manual. NMCC ensures the integrity of its finances through prudent financial management and organization. The Director of Finance and NMCC President consistently monitor expenses, flag anomalies, seek explanations and make adjustments to ensure a balanced budget. There are appropriate control mechanisms established in each cost center, in which the area supervisor and the Director of Finance have to approve any purchases made at the college. A follow-up procedure ensures the proper receipt of goods and that all assets are included in the inventory control system. All purchases to be made are first submitted via an internal purchase requisition to the area supervisor for initial approval. This is then submitted to the Director of Finance to ensure sufficient funds are available and, on approval, the internal requisition is forwarded to the purchasing area for action. Upon receipt, the orders are reviewed for accuracy and completeness and invoices forwarded to accounts payable. The business office provides monthly variance reports to area supervisors. An annual physical inventory of all assets is taken at the end of each fiscal year, and the bookstore maintains a computerized perpetual inventory.

Appraisal and Projections

Northern Maine Community College is faced with two major financial challenges. First, the college relies on state appropriations for approximately 65% of its operating fund revenues. Given the difficult economic conditions of the nation and the state over the past few years, revenues have remained stagnant or declined. Over the past five years, the college's appropriation has been reduced by nearly \$500,000 from \$7.6 million in fiscal year 2009 to \$7.1 million in fiscal year 2013. Attempts to offset this loss of revenue have been neutralized by the MCCS Board of Trustees' decision to keep tuition and fees at a competitive rate to make the colleges attractive to students managing their limited education resources. In a recent study published by the New England Board of Higher Education on New England tuition and fee rates from 2007-2008 through 2012-2013, the MCCS's in-state tuition and fee rates increased by only 7% compared to the New England average of 27%. The NMCC Foundation's Major Gifts Campaign and other fundraising initiatives increased student scholarships by 275% over the past five years, and provided for equipment needs and community/college advancement as well. Through June 30, 2012, via the Major Gifts Campaign and a more recent gift, the college has received \$1.095 million toward student and faculty support, equipment purchases, laboratory improvements and other program support.

To supplement the dwindling resources, the college has sought external funding such as the TRIO grant, King Foundation grant for library resources, MCCS Foundation Betterment Fund Grants and various federal grants for medical training and equipment administered by other colleges or agencies. These grants support faculty costs, supplies and equipment for programs critical to northern Maine. Capital improvements have also been aided by outside resources. In early 2012, the Foundation received \$5 million for the development of a new wellness center as well as the renovation of existing facilities into a new student center. With additional community fundraising, the \$6.4 million project was started in the spring of 2013 with an expected completion in the spring of 2014. These two centers will not only provide significant upgrades to the plant but will also provide learning opportunities to students, staff and the community regarding the importance of fitness and health in their wellbeing at work and in their personal lifestyle.

A second financial concern is the cost of energy. The college is located in northern Maine where winters are long and cold with temperatures well below zero many days. In addition, many of the college's trade programs require a significant amount of electricity to operate equipment vital to the programs. These factors, along with price volatility in the energy markets, resulted in the college's energy costs increasing over several years prior to the evaluation team's visit in March of 2008. The college adopted an aggressive conservation program to educate the campus community on the impact of the rising energy costs. Classes incorporated energy conservation topics in their courses, and a student contest identifying energy-saving opportunities led to energy conservation investments. The energy conservation team organized by the President realized that significant savings could only be realized with the replacement of aging mechanical systems, inefficient boilers, and aging roofing systems. In order to reduce the college's reliance on fossil fuel, the college began to explore options for the generation of heat and/or electricity. This topic is also discussed in Standard 8.

Using American Recovery and Reinvestment Act (ARRA) funds allocated to the college, \$1.035 million was invested in modern roofing systems and mechanical systems replacement. Proceeds from the State of Maine's 2010 bond package were used to replace boilers serving a dormitory and dining facility as well as replacing inefficient heating and ventilation systems in our welding laboratory. At the time of the team's visit, the college was working with Honeywell to identify projects that would reduce the College's energy costs. In the fall of 2010, a \$1.361 million project replacing aging mechanical systems and controls, replacing inefficient lighting systems and insulating building envelopes was completed with the MCCA financing \$1.25 million of the project and the college using general operating funds for the remainder. In June 2011, the college received a \$500,000 grant of ARRA funds from the Maine Department of Conservation and the Maine Forest Service for the installation of a wood pellet boiler for heating the two buildings that house most of the instructional and administrative functions at the college. The grant and general operating funds were used to complete \$1.055 million project in the fall of 2012, resulting in significant heating savings over the first year of operations. As a result of these investments funded by ARRA grants, bond issues and general operating funds since 2007, the College's fuel consumption has gone from 130,500 gallons (FY 2007) to 47,500 gallons (FY 2013), a savings of 83,000 gallons while the College's electricity usage has gone from 2,003,000 Kwh (FY 2007) to 1,535,000 Kwh (FY 2013) for a savings of 468,000 Kwh. After factoring in the cost of 313 tons of wood pellets used for heating, and based on today's prices, the College's energy costs are approximately \$270,000 less than the cost in FY 2007. These savings have partially offset the reduction in state appropriations.

The State of Maine Legislature just approved a bond package to go before the voters in November to support Maine's community colleges. With voters' approval, NMCC is on board to receive \$900,000 from the bond package. The proposed use of these additional funds would be to expand space for allied health programs. Currently, the EMS and community paramedicine programs are utilizing the nursing lab space for the skills lab components of their program. Members of the EMS accreditation team have recommended that a new lab space be designed and designated for the EMS and community paramedicine program. The plan would be for the lab space to more correctly mimic the types of spaces that the students would encounter in real medical emergency experiences.

Funding would also be available to purchase additional equipment for the precision metals manufacturing program. Over the last three years, the PMM program has been at capacity (15 students). The lack of adequate equipment causes delays for students in the completion of lab assignments.

STANDARD TEN: PUBLIC DISCLOSURE

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, timely, accessible, clear and sufficient for intended audiences to make informed decisions about the institution.

Description

Information to prospective students, enrolled students, and community members is accessible on the NMCC website, in publications and other media in an accurate, clear and comprehensive manner.

NMCC provides information on academic programs, our mission, admission requirements, financial aid, and policies and procedures online and in print publications. The College Catalog and Student Handbook are accessible in their entirety online. Statistics addressing frequently asked questions such as student demographics, housing options, counseling services, computer resources, and financial aid awards are available in a brochure and on our website. The employee directory of faculty and staff, which includes titles, contact information and their physical location on campus, is available through our site. College news, the weekly bulletin and events are highlighted on the homepage.

The course schedules with registration and contact information, as well as costs, information on continuing education and locations of courses are mailed to postal patrons in the Aroostook County area for the fall and spring semesters. This same publication is available on our website. NMCC has developed a Facebook presence in order to stay connected to students and the greater community.

While the College has not had an upgrade of its website in four years due to budgetary constraints, information is continually updated. We are currently working with the Maine Community College System as it conducts a study and identifies methods to increase effectiveness of the System websites at reaching target audiences. We look forward to streamlining information on our site and making it a more positive experience for potential students.

Appraisal and Projections

Northern Maine Community College understands the importance of appropriately disclosing information to the community as well as to the faculty, staff and students. The College is dedicated to utilizing a variety of methods to share the story. Recently, more emphasis has been focused on electronic media as a popular method for communicating with current and prospective students and the general public. Facebook pages have been established in the library and by the residential staff to publicize upcoming activities and events. The library's Facebook page also updates the community on the wellness and students centers' construction project by posting construction pictures.

STANDARD ELEVEN: INTEGRITY

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, prospective students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

Description

An institution is known for its integrity when it adheres to its mission and ethical principles, and has the commitment and ability to completely deliver on promises. Northern Maine Community College is recognized in northern Maine for its high standards, as well as delivering the training and knowledge necessary to equip students for their next step: employment or pursuit of a bachelor's degree.

Integrity is an integral part of the College in its philosophy and day-to-day operation. NMCC's pledge to provide up-to-date technology, which fulfills current employer needs, is supported by the involvement of our advisory committees. The committees are made up of groups of community industry leaders in various disciplines that meet annually to advise each program regarding changing trends, recommend improvements, and suggest ways to make our students more competitive in the job market. The General Advisory Council meets with College officials on a quarterly basis to help the College remain current, responsive and nimble to advancements in various fields. NMCC officials inform the members of the General Advisory Council of new programs or directions being considered as a means of collaborating and gaining input.

Integrity is listening to the needs of the student body and the community served with the goal to implement improvements. This year, a team of faculty, students and staff was assembled to assess strengths, weaknesses, opportunities and threats in the area of residential life. A number of recommendations evolved including a new option of occasional housing for commuters who need overnight accommodations due to late classes or inclement weather. A change in the hours of meal offerings, improvements in residential life social areas and the development of a student activity board will also take place in the fall 2013. This topic is also discussed in Standard 6.

Constant interaction with the community ensures our integrity. The internship program not only demonstrates business and industry's trust in the College, but it provides students with another point of view (independent thought; openness to other ideas and methods) allowing them the opportunity to compare classroom philosophies and approaches to real-world application. Some courses offer community service projects: for schools, the elderly, homeless, and the Sinawik House. Also, the commercial driving academy helped transport goods for Catholic Charities of Maine; the leadership class acted as tutors during the financial fitness fair sponsored by the

Aroostook County Credit Union League; the marketing class created new signage for the animal shelter; nursing students help administer flu shots at health fairs; EMS students have served at the biathlon events to assess athletes for doping standards and offering First Aid. By providing these community service opportunities to the students, NMCC is taking on an important role as a supporter of local service clubs, charities and other non-profit organizations.

The programs, students and activities that comprise NMCC, the ongoing reporting of College developments through the media and other sources, committee interaction and the success of our graduates all stem from a firm commitment to integrity.

Appraisal and Projections

As stated in Standard 10, the College is dedicated to using a variety of methods to share our story, but ensuring that the information is correct and up-to-date is an integral part of sharing the story. The use of electronic media for informational and instructional purposes has guided the College toward a review of the strategies and controls utilized in the development and publication of information via electronic methods.

Work continues on ensuring that the coordination of information on the internal portal and the public website. As new updates are done to the Jenzabar EX system it dictates that adjustments must be made to the internal portal.

ASSESSMENT, RETENTION, AND STUDENT SUCCESS

Assessment of Student Learning

Reports such as *Learning Outcomes Assessment in Community Colleges*, assists in defining the need for appropriate and effective Learning Outcome Assessments;

“The open access mission of community colleges demands working with individuals with widely varying academic skill levels and diverse educational backgrounds. As a result, learning outcome assessment in community colleges present an array of opportunities and challenges distinctive to these institutions and the student they serve.”

The NMCC Community believes that assessment initiatives provide a means for measuring success and tailoring what needs to be done to meet the demands of both students and potential employers. Assessment must be broad in scope but must be approached in smaller portions and time allotments and must be an ongoing process that must be embraced by all. Later in this section several strategies that have been utilized for assessment will be addressed. It is expected that within the next couple of months, there will be a change in the general education requirements of the MCCS which will in turn, require a complete review of all academic programs on campus to ensure that all academic requirements are met within each program. The timeline which has been set for the review of updating of these adjustments is July 1, 2014.

Following the 2008, NEASC on-site visit the Assessment Committee developed a five-year cycle for program and institutional assessment. The plan included strategies such as, development of a mission statement, mapping of curriculum to program outcomes, professional development on assessment for all faculty members, and analysis of assessment data. While the process has been slower than originally planned, strategies have been implemented that are moving the assessment processes in the right direction. NMCC sent faculty members to the fall 2009 and summer 2010 conferences presented by the New England Education Assessment Network. The attending teams were comprised of six members of the Assessment Committee. Those attending the fall workshop found that Linda Suskie’s *Assessing Student Learning* provided valuable information. The Assessment Committee adopted this publication as a guide for assessment planning. Copies were purchased for each members of the Assessment Committee. The active participation of faculty in the assessment process is critical. While faculty members practice assessment all the time, they may not always understand the formal process is beneficial to their students and subsequently to the quality of the program they provide. It is also important for faculty members to understand the role assessment plays in the institutional culture. Fall 2010, as a means to assist faculty in having a better understanding of assessment, Curt Naser, Facilitator of Academic Assessment at Fairfield University was brought to campus to provide a professional development session on the Mentor approach to assessment. According to the Axiom Education website, mentor is a course management and assessment system that effectively manages the assessment of student learning outcomes with a totally integrated solution. The NMCC Assessment Committee was especially interested in following-up on the process related to institutional assessment as a means of supporting multiple sets of program outcomes, rubrics and methods of assessment. Realizing that

one method of assessment would not fit every course or program members of the Assessment Committee have work individually with faculty members as a means of tailoring assessment strategies to meet the needs of the respective instructors. During the 2010-2011 and 2011-2012 academic years, members of the Assessment Committee work with instructors on the mapping of curriculum, providing support and recommendations for additional strategies for allowing students to demonstrate their learning: writing, oral presentations, portfolios, direct application of information, utilization of technology, applying theory to practice, collaboration, adapting new knowledge to the task at hand or capstone projects.

The January 2012 Professional Development Day, included a series of workshops conducted by NMCC instructors. Topics were focused around use of technology to support teaching, learning and assessment; and meeting the needs of students through engagement, developing information literacy skills and ADA accommodations. This learning opportunity provided confirmation that NMCC has experts on the faculty who can be of assistance to their colleagues, on a variety of topics, including assessment strategies. The January 2013, Professional Development Day was sponsored by the Professional Development Committee, with support from the Assessment Committee. The committees hosted a Skip Downing On-Course for College Workshop. The workshop is designed to provide instructors in all disciplines with tools to accomplish student engagement, increased student success and improved student retention. One instructor stated, “On-Course...provides practical, engaging activities to use with students in any classroom or lab setting.” The activities and strategies also provided sampling of assessment strategies that could be instantaneous, as well as, fun for the students and instructor.

Prior to the 2008 NEASC on-site visit, the College adopted the definition of an educated person as *one who is fully literate, able to read write, listen, speak and think with clarity and precision; who has a strong sense of the past and its role in shaping the present; who understands his/her role as a citizen and a member of society; who understands and is able to relate scientific and technological knowledge to the issues that affect the quality of human life on this planet; who is able to use numerical data with ease and precision; who is able to find work that is fulfilling and useful, does it to the best of his/her ability and thus contributes to the good of society; and who is able to use the aforementioned knowledge and his/her experience to find meaning and purpose in life.* This definition has served as a guiding principle in the development of curriculum and learning outcomes for all programs. Learning outcomes for each program are clearly stated in both the print and electronic versions of the NMCC Course Catalog and are supported by the course objectives in each course syllabus. Although this initiative began as part of a requirement in program accreditation in nursing and business technology, the process has been integrated across campus into all programs. The need for this process became evident as the general education core requirements were aligned with associate degree standards established by the Maine Community College System (MCCS). Following the standard outlined by NEASC, the MCCS requires that all degree programs have a minimum of 21 credits of general education based upon a distributive model, including courses in communication, arts and humanities, sciences, mathematics, and the social sciences. All certificate programs have been required to include the general education components of English and math, since fall 2009.

One focus of curriculum redesign is to improve the effectiveness of gateway courses that are barriers to student success and persistence which is not limited to courses in the general education core. The process of review and approval of new curriculum and revised curriculum for programs was evaluated and adjusted in a manner that, in most cases has reduced the implementation phase from 1-2 years to one to two semesters. This adjusted process has allowed for continual updating of curriculum as deemed appropriate based upon students' needs as demonstrated through academic success as aligned with the learning outcomes.

Following the practice established by the M CCS, the College alternates the administration of the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Survey. CCSSE is given in odd numbered years. Student engagement is considered essential for student learning. CCSSE is an indicator of student engagement at NMCC as measured on five scales: a) active and collaborative learning, b) student effort, c) academic challenge, d) student-faculty interaction and e) support for learners. In 2011, 402 students completed the survey.

Student responses showed improvement as compared to 2009 in Active and Collaborative Learning (2009-50.2, 2011-52.1), Academic Challenge (2009-47.7, 2011-50.5), and Student-Faculty Interaction (2009-52.8, 2011-53.5). In fact, NMCC students indicated a higher level of engagement in these three areas than that reported for all community college participants (a score of 50). While we are not totally surprised with the reduced rating in the responses in Student Effort (2009-51.0, 2011-48.7) we were surprised by the rating in the response to Support for Learners (2009-53.2, 2011-50.5). Although this score is above the 2011 CCSSE Cohort Benchmark Score it is almost three points lower than two years prior. The College is totally committed to student support, even during the especially challenging budgetary times over the last few years. While several of those strategies are discussed in other sections of this report, two strategies will be addressed under this section. A priority taken away from this data was the need to work with students on the development of skills to move them toward becoming more engaged learners. To ensure that students have the skills necessary to succeed at college, NMCC will be reinstating a freshman seminar class – College Success 103, beginning with the 2013 Fall Semester. The course description states, “Through interactive exercises and assignments, the class will discuss a variety of topics including the transition to college life, goal setting, study skills, time management, campus resources and information literacy.” Although this one credit hour course will be required of all new liberal studies students with less than 15 credit hours, students from other majors may also enroll. There will be a section of College Success 103 offered at a staggered time (beginning September 23) so that students who may be at-risk from other programs will have the opportunity to enroll in the class.

Two instructors for this class will be participating in a research study to determine the impact of the COL 103 class on the students' retention and completion. Students will participate in survey upon entering COL 103, upon completing COL 103 and upon completion of their respective programs. After a two-year cycle, the data will be analyze for recommendations for improvements to the program.

Students, faculty, administration and staff have given rave reviews to the College's Academic Success Center (ASC). From Fall 2008-Spring 2011, an average of 1070 students utilize the ASC for tutoring services, quiet study time, group study and group work, homework and other types of class assistance, each semester. During this same time period, the grade point averages (GPA) of students who utilize the ASC increased from 2.36 to 2.87. The ASC is staff by a full-time coordinator and several part-time tutors, who can be available to students at almost any time. During the 2011-2012 academic year, the tutors began experimenting with providing services via Skype. With a largely commuter population who may live as much as one to two hours away, having an on-line tutoring service available was instrumental in providing academic support to commuter students.

Program Level Assessment

Program level assessment at NMCC is carried out in several ways, including performance on national licensing examinations, state and national industry certifications, internships, field experiences and clinical experiences for the nursing and allied health students. One measure of student learning is the pass rate for licensing and certification examinations. Form S3 includes information on the Licensure Passage rates for the past three years.

Several programs such as, medical assisting, early childhood education, and emergency medical services) require practicum or field experiences. These experiences are embedded in courses and include at least forty-five hours on site for every credit hour awarded. Students in Business Technology degree programs and Trade & Technical degree programs complete professional courses prior to participating in the Internship Program. Students are placed with an employer in their respective area of concentration. Employers complete an assessment at mid-semester and at the end of the internship, rating the student's performance based upon a skills checklist provided by the cooperating internship instructor. The assessment provides students the opportunity to demonstrate knowledge, skills, and values inherent in professional practice. Students are also required to submit a reflective report to analyze the experience, recommendations for improvements to the experience and to assess their own performance.

Hutchings (2010) argues that faculty involvement in assessment is an essential element in creating an environment where assessment results are used to make changes that help students achieve. At NMCC assessment at the course level is a common practice for faculty members within individual courses and across multiple sections of a course, such as English Composition, and College Algebra, taught by different people within a discipline utilizing the same syllabus. Much of the didactic content of the Nursing degree program is team taught, allowing for a more intense assessment of each course.

With the exception of the early childhood education, academic programs in the Arts & Sciences do not have a national accrediting agency to utilize in the development of standards and learning outcomes. The program outcomes for the liberal studies degree program are appropriate and consistent with the program's mission. The respective faculty members participate in a periodic review of the academic program with a focus of understanding what and how students learn as a

result of participation in the liberal studies degree program as well as the general education courses that are required for the other degree programs offered at the College. Consistent with expectations of NEASC Standard Four, the program standards of student achievement are developed systematically to understand how and what students are learning and evidence is used to improve the academic programs. The study being done by the College Success-COL 103 instructors is one example of systematic review of courses and programs.

The Nursing and Allied Health Department is the most advanced of the departments in terms of learning outcomes assessment. With the exception of health information technology and community paramedicine, both are new programs implemented during the 2012-2013 academic year, all of the programs have a history of assessment of programmatic outcomes. The nursing program has obtained a disciplinary accreditation. The emergency medical services program and the medical assisting program went through the accreditation process during the 2012-2013 academic year and were just recently notified of their initial accreditation from their respective accrediting agencies. Data collection, assessment and analysis of licensing and certification result provide a firm foundation that, when coupled with didactic and field experiences/clinical courses data provide a basis for comprehensive assessment.

The programs collect data annually about graduates, clinical providers, and employers which is used to improve program effectiveness. For example: The nursing faculty found that students who scored a minimum passing grade of “73” (C) in the major foundation nursing courses struggled in the upper level nursing courses and were less likely to be successful on the NCLEX on the first attempt. Therefore, the minimum passing grade for all nursing courses was increased to “75”, which is still a C. Study groups and a nursing student tutor is available to assist students who need assistance. Also, some of the curriculum was revised into separate courses. The nutrition information was removed from the NUR 125 – Foundations of Nursing course and made into a course of its own – Nutrition 117.

The Business Technology Department has a comprehensive learning outcomes assessment model in place with key courses in each program assessed utilizing the model. A review of the data gives the faculty members an opportunity to analyze trends and their causes as a means of giving the department insight into ways to continue toward improvement. The department’s improvement plan includes updating and refining the list of program outcomes and refining the performance indicators. The collective results of the data are compared to predetermined goals and the information is discussed by the faculty in department meetings.

The Trade and Technology Department is the largest in terms of number of programs: automotive collision, automotive technology, computer-aided drafting, computer electronics, diesel hydraulics technology, electrical construction and maintenance, machine tool technology, plumbing and heating, precision metals manufacturing, residential construction, welding and metal fabrication, and wind power technology. These types of programs were at the heart of the mission of Northern Maine Vocational Technical Institute and have been most affected by the transformation to a community college, both benefits and challenges. Trade and Technology programs have a long history of utilizing advisory committees for indirect assessment of program learning outcomes but

have only recently engaged in a comprehensive curriculum review based upon an analysis of learning outcomes.

Due to the implementation of new general education requirement in associate degree programs offered at MSSC campus, each associate degree programs has undertaken a review of their respective program of study, during the 2011-2012 and 2012-2013 academic years. The updated requirement was based upon NEASC Standards 4.17 and 4.18, relative to the general education requirement of at least the equivalent of twenty semester hours for an associate's degree program.

The close examination of data provided through the utilization of various strategies within each program has led to recommended curriculum changes. Changes have included the adjustment in pre-requisite courses, increase in course passing grade requirements, and adjustment in the semester in which a course is offered within a program of study (ex. biology was moved from a first semester class to a second semester class in Early Childhood Education). Some programs have also developed new courses to ensure that the curriculum is thorough and up-to-date. The automotive technology program, in the 2011-2012 academic year, added a course on hybrid technology. During the 2012-2013 academic year, the plumbing and heating curriculum was revised to include curriculum on biomass and heat pump technologies. Small business play a major role in the economy of Maine. To address the interest of small businesses in the local area, the Business Technologies Department has introduced an entrepreneurship certificate program.

Assessment and retention/student success initiatives will continue to be priorities for the College and a focus of professional development activities. The development of learning outcomes at the program and course level have been central to bringing coherence and consistency to the curriculum and improving the quality and effectiveness of programs at NMCC. Working together on assessment has created a better understanding of what it takes to provide every student with the same foundational experience and the tools assessment provides to ensure success happens. This work has reemphasized the shared commitment to academic quality for which NMCC has long been recognized.

Student Success

Since fall 2009, all certificate programs have been required to include the general education components of English and math, since fall 2009. Over the last two years, the college has instituted new general education requirements for each of the associate degree programs. These implemented requirements mirror the Maine Community College System (MCCS) policy on degree requirements for certificate and associate degree programs as approved by the MCCS Board of Trustees during the spring 2011 meeting. These academic requirements directly address NEASC Standard 4.18, which required the equivalent of twenty semester hours in an associate's degree program in general education.

The NMCC faculty, administration and staff understand that the establishment of learning outcomes, the development of new curriculum, analysis of data and implementation of new policies and programs are not enough to guarantee student success. The expansion of the tutoring

services into the residence halls during the evening hours two nights a week, making space available for small study groups, use of social media for setting up study groups and the use of SKYPE for tutoring services for students who are at off-campus sites are a few of the strategies that have been implemented to support students' success. Persistence and retention depend upon each student's understanding of academic requirements, program expectations, regular use of student support services and commitment to success. The work of Phi Theta Kappa and the "Commit to Complete" project, reinstatement of the "college orientation" class and the expansion of counseling services are some of the strategies put into place to support students. Each semester NMCC conducts an electronic Student Satisfaction Survey. The survey is anonymous and is focused on students' experiences in classes for that respective semester. An analysis of the Spring 2012 Student Satisfaction Survey, in which 993 students participated, indicates that 19.6% of students completing the survey responded Neutral (15.9%), Disagree (2.0%), or Strongly Disagree (1.7%) to the statement: "I took advantage of the instructor's availability for extra help." Further review indicates that 11.6% of respondents spent less than 4 hours per week on their classes. (Neutral-9.2%; Disagree-1.6% and Strongly Disagree-1.8%). The response to these two questions indicate that the College must focus on being certain that students need to not only be knowledgeable of the various support systems available but also "strongly encouraged" to participate in being committed to their personal success. The discussion below addresses three strategies that have been implemented to assist students in becoming more knowledgeable about the various support systems available on campus.

Further analysis of this same survey indicates that students are pleased with the instructors and the academic programming by replying "agree" or "strongly agree" for a total of over 90% to 15 of the 19 questions on the survey. The following questions are a sampling of those responses: "The instructor distributed, clearly explained and adhered to the course syllabus" (90.9%); "The instructor presented and clearly explained the course objectives" (91.1%) and "The instructor encouraged critical thinking" (90.4%).

Counseling Services in cooperation with the Arts & Science Department, have implemented a cohort scheduling component for liberal studies students who qualify under the TRiO program. TRiO students are scheduled for the same English composition and history classes. There is also a joint study time scheduled for this group. This type of scheduling has allowed the students to develop a support system among themselves, along with the support system provided by the faculty and staff.

Beginning with the fall 2013 semester, the Arts & Science Department will be re-introducing the College Success class (COL 103). All first year liberal studies majors will be required to take the course. First year students in other majors will be encouraged to enroll in the course, but at this time, it will not be a program requirement. The scheduling of this class will be flexible, with some classes starting after the semester starts. This plan was developed as a means for counseling staff and faculty to make recommendations for students to enroll, who were not required to as a part of their program planning.

Because of limited large group meeting space, due to a major construction project, Student Services accepted the challenge of developing an on-line Orientation program. The same

information that, in the past was presented in a face-to-face format, has been developed into an on-line format. The on-line Orientation requires students to view a short video on different aspects of the College and to participate in a short quiz, as a means of ensuring that students have read and understood the information. Students who don't have access to the on-line format or need assistance, have been invited to campus for an on-site orientation session. Students who have not participated in either orientation session, will not have the capability of on-line registration for the following semester.

References

Axiom Education, LLC (2009-2012). Retrieved from www.AxiomEducation.com

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Nunley, C.; Bers, T.; & Manning, T. (2011). *Learning Outcomes Assessment in community colleges* (NILOA

Occasional paper #10) Champaign, IL: National Institute for Learning Outcomes.

Suskie, L. (2009). *Assessing Student learning: a common sense guide*. San Francisco: Jossey-Bass.

PLANS

Through the creation of the Fifth Year Interim Report to NEASC, several key topics have emerged:

Student Engagement and Retention –Students’ education is our first priority, however we must do a better job at having them engaged in the life of the campus which will impact the retention rate. The faculty have received professional development specifically addressed toward academic engagement. The Residential Life Task Force presented several ideas that are being implemented during the fall 2013 semester which will provide more opportunities for extra-curricular activities for resident students but for commuter students, as well. We all understand that having the students actively engaged in their learning and feeling as though they are a part of the campus life, will impact the student’s potential to successfully graduate.

Assessment – The academic staff will continue to be actively involved in assessment at the course level and the program level. Professional development on strategies for utilizing assessment information will continue as a means of keeping the faculty informed and active in the required processes. As stated earlier in this document. Program accreditation and third-party credentialing of students serve as a validation for the quality of the programming and education that are provided at NMCC. The faculty will continue to work toward seeking appropriate program accreditation and credentialing opportunities for students.

Internal and External Communication-The NMCC Portal is a technology that is utilized by all faculty and staff as a means of staying informed of campus news and activities. However, we need to be cognizant of other types of strategies that can be utilized as a means to better internal communications. As appropriate committee minutes and department reports (ex. accreditation visits) will be posted on the campus portal. An updated website and the utilization of social media are other technical advancements that could be utilized more effectively as a means of internal communication but more importantly as a means of external communications. The NMCC community understands the importance of letting others know the accomplishments of students and the program successes. With all of this said, the professionalism, accuracy and timeliness of the provided information are of utmost importance.

Faculty Recruitment/Retention – The faculty of NMCC has a rich history and broad base of education and work experiences. Of course, along with the history comes years of experience, which also means pending retirements. With approximately 25% of the current faculty having over 20 years of employment at NMCC, it is expected that within the next five to seven years, there will be a substantial turn-over in faculty. This expectation does call for strategic planning for filling those valuable positions. Over the last couple of years, NM has been seeking out part-time instructors to fill some teaching loads, as a means of “trying out” potential full-time faculty members for future openings.

Professional Development – One component of faculty recruitment and retention is that of professional development. NMCC has made a commitment to assist, where appropriate, in funding professional development for individual faculty members as well as for the faculty as a whole. Management will continue to seek funding sources to assist in providing professional development opportunities. It is expected that professional development will be an area of focus on both the MCCS Strategic Plan and the upcoming NMCC Strategic Plan.

Data-Driven Decision Making – During the 2013 academic year, full-time and adjunct faculty will be participating in two institutional studies. One study will focus on comparing the success of students who begin their program of study at one of the off-campus sites and then transfer to campus to students who begin and complete their program of study at the home campus. The second study will focus on the success of students in individual courses which are taught via the on-line method of instruction. Retention of students in the course, likelihood of taking another on-line course and the teaching style of the instructor are some of the areas of the study. Both of these studies are currently in the development phase. NMCC will be working with the institutional research staff of MCCS in the development and implementation of the studies.



AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	https://mymccs.me.edu/policies http://www.nmcc.edu/library/collegedocuments/faculty&staffhandbook
Print Publications	Faculty & Staff Handbook
Self-study/Fifth-year report Page Reference	N/A

- 2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.nmcc.edu/coursecatalog http://www.nmcc.edu/handbook
Print Publications	2012-2014 Course Catalog Student Handbook
Self-study/Fifth-year Report Page Reference	N/A

3. Student Complaints. “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.nmcc.edu/handbook http://www.nmcc.edu/coursecatalog
Print Publications	2012-2014 Course Catalog Student Handbook
Self-study/Fifth-year Report Page Reference	N/A

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

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

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

URL	
Print Publications	
Self-study Page Reference	

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: _____